

Cooperation in adversity

The Joint Approach to Social Policy (May 22 and 29, and page 6) marks an important attempt to improve the capacity of Government in this country to co-ordinate strategy for the maintenance of social aims. It is a major initiative. If it succeeds in bringing about a more effective co-ordination of policy within and between departments, it would contribute hugely to the potency of social administration. If it fails to do so, the result will be seriously damaging, because the failure of this attempt to create an engine of co-ordination will make it more difficult to pull off the trick at some future date.

What is being suggested—the six-monthly meetings of ministers, the joint studies and programme analyses, the improved monitoring of social policy—sounds so eminently sensible that the reaction of most people is probably to wonder how government has come to go so long without these elementary aids to co-ordinated action. But the fact that the JASP proposals mark a major step forward is evidence, not of the malice or incompetence of earlier styles of policy making and administration, but of the extreme complexity of the inter-departmental planning required to give systematic support to the JASP technique.

One comment from a source well acquainted with the intricacies of forward planning was that the 1972 White Paper, which represented the high peak of departmental planning across the range of five separate aspects of education policy, had presented a monumental task which strained the resources of the DES to the limit.

The mind begins to boggle at

Work and non-work

The philosophy behind this week's major report on Education and Working Life in Modern Society from the OECD has far-flung implications. In future discussion about the development of society it is the aspirations of the individual which should hold the centre of the stage. Such a Copernican revolution in the way industrial western society functions would clearly call for high flexibility in the structures of capitalism; and this is the first acknowledgement. Yet it is insistent that work must be given a human face if widespread social unrest is to be avoided. The message of the report is that the west needs urgently to strike a fresh balance between capital, technology and the human element in production.

It was to review the relationship between educational systems and working life that OECD set up a committee in January last year. It was in approach from Dr Clark Kerr, former chairman of the United States Carnegie Commission on Higher Education, and a confirmed free-marketier, to Jacques Delors, a one-time close adviser to M. Jacques Chaban-Delmas who has now embraced state interventionism and switched allegiance to M. François Mitterrand. The thread running through the report is that education and work must somehow

Post-dated cheque

University teachers are to get their pay increases, but not till October and with no back-dating. Mr. Preece has held out against two rises in one year, but the arbitrators have promised the dons an average of 21 per cent, plus the cost of living, when their present salary year ends.

No doubt the arbitrators, who are soon to consider the deadlocked Rannall offer and claim, will note this. By limiting, in effect, the university teachers to the cost of living in respect of 1974-75, the latest decision seems to support the employers' offer, not the teachers' claim. But the arbitrators will presumably also note a quite different development in the public sector—the railway. The British Railways Authority's insistence that comparability arguments are

valid because the Government have committed in numerous breaches of the social contract within their own area of responsibility.

Now, to crown it all, the railwaymen have rejected the 27 per cent which the tribunal awarded them and a rail strike is in the offing. This encouragement, the teachers can be expected to press their case, and the claim with the Civil Service Association of London. Government Officers will go forward in full Government's climb down on university teachers' pay look like a gesture of defiance; on the other hand it also makes it look as if, by the time the university teachers get their money it will be worth less than ever. Who wants a post-dated cheque these days?

The process we have to live with

Rob Walker and Barry MacDonald

From the rush of interpretations, accusations, claims and counter-claims that greeted the publication of the DES report on the Department of Education and Science, one simple message seems clear. An editorial in the Times Higher Education Supplement put it succinctly: "There is no much secrecy in the DES."

Despite its careful, rational analysis, what the report really says is that British education is administered by a brilliant and professional but cloistered elite which curbs its political masters; is subject to no parliamentary scrutiny, controls the educational service while affecting to follow the commands of Ministers and is in its power. (THESE, May 29, p. 10.)

In his commentary on the DES report, Maurice Legon emphasises the point and expresses an alternative. "The DES must tackle the question of how they will identify, aggregate and put to work the perceptions of teachers, their schools, parents, local authorities, and social science in creating policy."

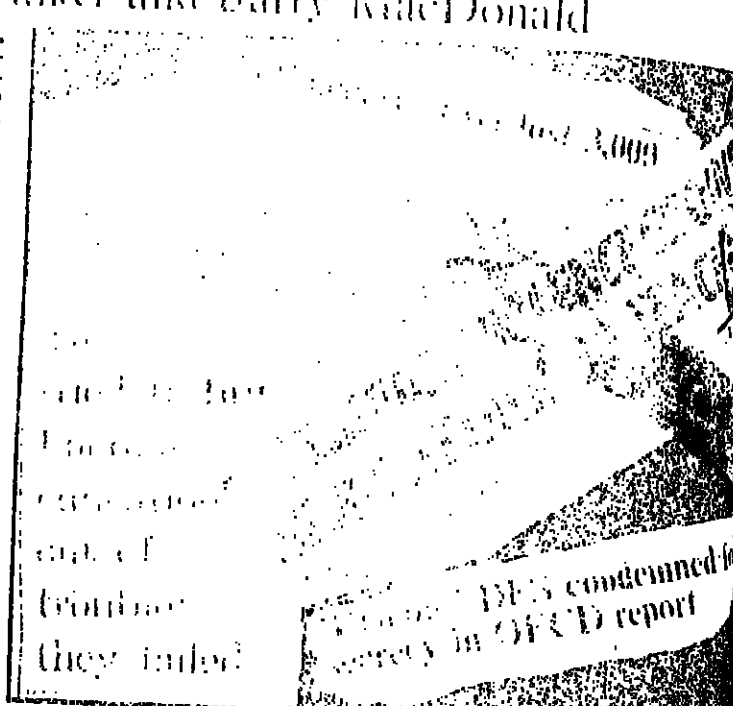
Without wishing to enter the debate directly, it seems to us that some of the difficulties that might emerge if the DES attempt to move to more open government are already becoming evident in some local authorities. This is perhaps particularly true of the Inner London Education Authority.

From an office little more than 100 yards (sorry, metres) from Elizabeth House comes the following statement: "The authority is fully recognizing the vital role of the media in reporting their activities. Indeed the authority pursues a deliberate policy of 'openness' so that the media can fully cover their affairs for the benefit of the public... (they) have opened their subcommittees to the press and the public, although not strictly obliged to do so, and have set up an Information Service (comprising press office, public relations and education inquiry bureau) specifically to improve the dissemination of information to the public" (ILEA report, December 31, 1974).

Although the gap between this aspiration and particular actions is, no doubt, still considerable, nevertheless behind the rhetoric of changes of some consequence, pupils and teacher-researchers have become more representative and the authority have actively attempted to get information to parents (including their rights of appeal in cases of suspension of pupils).

Yet it is clear from the ILEA's recent submission to the Royal Commission on the press that in pursuing the aspiration of "openness" the authority have been less than forthcoming. The Redcliffe Committee, and in developing a policy of active public communication as recommended by themselves, have increasingly felt that the function of the press in London is to act as a link between government and governed. The fundamental question (which) is whether the press, in the present circumstances, is capable of fulfilling this function" (GLC agenda paper meeting, December 17, 1974).

The ILEA point to three areas to substantiate their claim: the lack of procedures for interviewing and reporting interviews with children, largely by schools; and the cumbersome nature of complaints processes (particularly those of the Press Council).



man of the ILEA schools subcommittee showing that pupil violence was considerably lower than the estimates by the National Association of Schoolmasters. The chairman's statement, claiming a slight drop in reports of pupil violence since 1972 and describing its incidence as "0.5 of an incident per secondary school per year and 0.1 per primary school" was returned under a one inch headline "Classroom Violence Grows: Times Attack 39 Teachers".

It would be a mistake to single out the popular press. A recent BBC Panorama film on Sheffield's comprehensive schools included an interview with one parent to substantiate the assertion that a particular school failed its brighter pupils, and led to allegations that left interviews with heads were left unused in the cutting room while the camera crew encouraged sixth-form pupils to smoke "for the camera". Encouraging pupils to provide what makes news is a tactic mentioned by the ILEA to reinforce their proposal for a code of practice in conducting and reporting pupil interviews.

At first sight, such aspirations might seem designed to undercut the virtues associated with expertise, and independent judgement, and to eliminate anything of value or interest to be recognised or valued. In the case of the ILEA, however, the experience leads us to question this, and it is instructive to ask that Bernstein and Woodward, in Washington Post magazine, who have covered the Watergate story in their own right, only printing what when two independent sources confirmed, telephoning all sources in the White House and requesting responses before publication.

We offer these procedures as examples rather than as definitive rules. Journalists and television reporters work to different standards, and their realities need to be taken into account. But the point remains—closed systems of government will not readily yield to closed systems of inquiry. They may open up to a fair hearing.

The main criterion of openness is giving up any claims to a monopoly on truth, and, as Kogan comments to the DES, this is just as applicable to those in research who collect information in order to create and retail knowledge, to those in the press and television who collect information in order to report on what is going on, as it is to those in the DES or local government who collect information in order to act on it. Whichever point of view we look from, the key question is "What is to decide who tells the truth?"

As we accuse those in government of failing to give up automatic practices we must ask ourselves, in universities, research units or editorial offices whether we are willing to make comparable changes. We are probably right to demand more humility of our mandatories to set them a better example.

The authors are from the Centre for Applied Research in Education, University of East Anglia. Thoughts of an OECD examiner—Letters, page 15

conducting a study of one LEA involves locating individual managers, advisers and managers within a detailed and political context.

A primary concern in doing research has been how to gain the question of, on the one hand, commitment to inform ("people have a right to know"), and on the other hand, respect for personal privacy and the facts of life.

This has led us to develop (growing) set of procedures to control and direct the research. Aspirations behind the procedures are the attempt to focus on the collection rather than the selection of different points of view. We seek to portray divergent rather than uniform points of view. In other words, we aim to establish as a research unit, a shared responsibility for the picture that emerges with participants.

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Schools Council may hush up pupils' opposition to CEE

She Cameron

Schools Council may refuse to publish an official report which means the CEE boards could corner a large slice of the sixth-form examination market for themselves.

It is being suggested in some quarters that this is why they are so anxious to have the CEE accepted, even if some of the evidence in favour of official recognition is doubtful or requires further consideration.

Mr Walter Cooke, of the North Regional Examination Board, admitted this week that the NFER report weakened the case for introducing the CEE.

"This evidence does make our case more doubtful, but on the other hand only a minority of candidates took part in the survey. My board refused to collaborate directly with the research and the West Yorkshire and Lindsey Board did not take part either."

"I think the boards have all met the needs of their teachers. Whether they have answered the requirements of pupils is another matter. It is necessary to distinguish between teachers and pupils and one of the questions the report raises is how great a say students should have in the type of exams they sit."

"Some students seem to have been against the exam purely because it is still in the pilot stage and there is always a tendency for some people to rebel against anyone who is in authority over them."

Mr Fred Naylor, of Newton Park College of Education who was formerly a member of the Schools Council staff, said the report was yet another example of how people on the Schools Council were "out of touch with the grass roots."

"The CEE boards are trying to force the CEE through when it should be part of a package along with the N & F proposals for 18-plus. The boards are not concerned with standards and they themselves are completely confused about which pupils the CEE should be designed for. It is absolute rubbish."

Two weeks ago representatives of one of the CEE boards claimed that a high grade in CEE would give the same quality of work as a 10 and A level pass. The Standing Conference of Regional Examination Boards, by the CEE are insisting that when the CEE is finally recognised it must be teacher-controlled and organised regionally. This means the CEE boards could corner a large slice of the sixth-form examination market for themselves.

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Disquiet after moves to replace sacked head

Clevedon County Council have set themselves a tight timetable for filling the post of head of Alton Comprehensive School, Mold, which has been vacant since the dismissal last December of Mr Ray German.

And the chronology of events is causing disquiet among a growing number of teachers and members of the local educational authority.

The vacancy was advertised on Monday in the *Liverpool Daily Post* and the *Western Mail*. The advertisement also appeared in this week's issue of the *TES*. The successful candidate will take up the appointment on September 1st, according to availability and applications have to be returned by June 14.

The following week, an industrial tribunal is due to sit at Colwyn Bay to hear Mr German's claim that he was wrongfully sacked. His dismissal shortly before Christmas followed disagreements between himself, the director of education and the school's governors.

Mr John Howard Davies, Clevedon's director of education, said that with the approach of a new school year it was necessary to appoint a permanent head: "The sub-committee felt that it was in the interest of the school, staff and parents to advertise the post and appoint," he said.

He would not comment on whether Mr German would be reinstated if the tribunal found in his favour. The tribunal can only make recommendations which lack the force of law.

Mr Eric Watmough, a parent and Liverpool businessman, said: "There is concern that the county council should not pre-empt the findings of the tribunal. Many believe that Mr German has had a raw deal."

Councillor Ken Hall said that re-instatement would be difficult, but that if the tribunal recommended re-employment then it should be considered.

And the Mold branch of the National Association of Teachers in Wales has issued a strongly worded statement criticising the timing of the advertisement. Other teacher organisations are being asked to support the statement.

There are now hopes that the three year old dispute at the Sacred Heart school in Redcar will be settled.

This week Mr Barrie Trueman, headmaster, returned to his post after a self-imposed absence that has lasted since the beginning of term. Mr Trueman said he stayed away from the school because he felt considered and he hoped it would be possible to reach agreement with the governors soon.

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Who keeps the barons at bay?

There is a crying need for JASP but little optimism that it can work. Here we look at cooperation—past, present and future

In Whitehall, reactions to the Joint Approach to Social Policy have varied across a fairly narrow spectrum—from cautious scepticism to tempered optimism. This may disguise outright hostility among the sceptics—who include the Department of Education and Science—and, among the optimists, an element of empire building.

The sceptics point to weaknesses in both main prongs of JASP: the six-monthly ministerial meetings and the information gathering (which really means monitoring and measuring). The discussions of the "inner cabinet" they say, would impale themselves on a version of Morton's fork. Either they would be too general and too "strategic" to be of any use, or they would descend straightaway to the level of departmental bickering that the whole exercise is designed to avoid. In either case, ministers would soon get tired of it all, and JASP would be allowed to wither away.

On social monitoring, the DES case is well known. "If we cannot measure what we do ourselves," they say, "how can we hope to measure usefully across the board?" And the DES—compared, for example, with the Department of Health and Social Security—is particularly well placed to make this point. They have far more sophisticated indices of the intermediate output of the education service—buildings, teachers, school-leavers, etc.—than any other department.

The optimists' case, with the DISS to the fore, is basically that there is a crying need for something that JASP represents a start, and that it is up to ministers and their departments to make the most of it. Some will go a long way towards the DES position—"one cannot compare outputs in a way that leads you logically to a single right decision"—and then talk, in a way they admit to be rather woolly, about changing attitudes, illuminating aspects of social policy making, and generally making "modest but very important germinal advances".

Others say that "none of us is very optimistic about short-term results", but that if JASP is established, it will become rather more long-term-looking even further ahead than the PESC (Public Expenditure Survey Committee) forecasts, which are prepared annually on a five-year rolling basis. As one senior civil servant put it, "It is an intellectual framework that if ministers are prepared to use, they can".

But if it is all so low-key, so straightforward, so basically obvious, why on earth was it not put into practice before? At the moment, five ministries and the Treasury are involved. But practically every community development project reports puts enormous emphasis on bringing employment to depressed areas through a regional policy. That involves the Departments of Trade and Industry. Why are they excluded from the group?

Moreover, the decisions the JASP group might be expected to take could conflict with other aspects of government policy. For example, housing policy (council housing) puts a premium on staying put; economic growth may demand mobility of labour. Similarly, the high cost of redundancy payments may work against industrial efficiency. Cushioning workers against the worst effects of a badly run system may be economically counter-productive. A contrived recipe for disaster for some; a recipe for disaster for others.

These are just the sorts of questions that ought to be exercising the government as a whole. So is this "inner cabinet" not usurping functions that ought, by rights, to belong to the full Cabinet? If not, what is the Cabinet there for?

There are no easy answers to any of these questions. Clearly JASP was needed long before it was invented. Clearly, too, there is plenty of scope for conflicts of goals, not just of means. And clearly cabinet in general and ministers in particular do not spend much, if any, of their time in thinking of ends rather than means.

To see why, it is only necessary to go back to the Crossman diaries for insights

into the way government is run. A system that evolved primarily to collect taxes is having to adapt to the quite different function of controlling spending. Cabinet meetings tend to develop into battles between spending barons, in which departmental civil servants prepare the ground, reconnoitre and skirmish in the run-up to the big ministerial encounters. In a closed, secret way, departments forge their own traditions and decisions, sometimes independently of their ministers.

JASP, in other words, could be seen as the answer to the Crossman diaries—an attempt to impose some general will on departmental principalities and powers. And possibly that is the way the Central Policy Review Staff see it, in part.

The spending departments themselves do not see it quite that way. For them, the premises are much closer to those of Mr Anthony Crosland, as set out in his recent book (see quotation). It is simply that, in a down-to-earth practical way, there were some policies and programmes—whether Labour-inspired or not—that were not producing the hoped-for results.

Since the mid 1960s, there have been any number of departmental initiatives, including educational priority areas, designed to do something about urban deprivation. None has been conspicuously successful. And while it is true that every minister's job has social policy implications a line has to be drawn somewhere. In the case of JASP, it was decided to draw it with Trade and Industry outside, but Employment inside.

For the five departments concerned, then, JASP is the first step in a long pragmatic process towards finding out the difficulties. And how they see it is important, because even if they are wrong on

given the changing status of women and the general employment situation, do we want to encourage young mothers to go to work by extending day care and nurseries? And if we do, should we provide them at or near the place of work?

The second example is a story of marked divergence of interests in an area crying out for closer liaison between departments: manpower planning. The Training Services Agency, a subsidiary of the new Manpower Services Commission which was lived off a couple of years ago from the Department of Employment, has become very much concerned with the year before and the year after leaving school (see page 8).

In particular, the TSA has been taking critical looks at two areas which are also very much the DES's concern. These are the way further education colleges are using the money they get from industry training boards and the reform of the curriculum in the year before leaving school.

However, because a Programme Analysis and Review (PAR) exercise on preparation for work is already in hand in Whitehall, this whole area of the year before and after leaving school has been taken off the immediate JASP agenda. And that despite the fact that it was at the centre of many earlier discussions on JASP. Moreover, the DES's failure to consult the Schools Council on the preparation of the PAR exercise hedges its bets for any inter-departmental cooperation.

Yet such cooperation is essential, since for more than just training and employment are involved. There is also truancy and delinquency, for example. True, there is a DES consultative paper on truancy in the pipeline, but other departments might have something to say. The DISS now

First, we must decide that greater equality, and not spawning new pieces of state bureaucracy, is what fundamentally divides us from the Tories.

Second, if it is, we must have a concerted strategy for achieving it. This means selecting beforehand a limited number of key areas which are to have priority; ensuring that in these areas we have costed, detailed and practical egalitarian policies; and for the remaining areas demanding a Prime Ministerial directive, that before any decision is taken, whether in the field of taxation or land-use planning or airports policy, the question is always asked and (so far as possible) answered: cui bono? Who will be the gainers and who the losers, and what will be the effects on the distribution of welfare?

Third, we must decide to establish a monitoring system to measure the progress in the field of social policy.



Anthony Crosland—writing in "Socialism Now" (Cape, 1974, £3.95).

what JASP is really all about, it is they who will be shaping it and putting it into practice.

The way they do so will be influenced by past practice. Two examples, both involving the DES, show how JASP might be expected to improve on what has gone before.

The first concerns the £30m nursery programme, which was the pinnacle of Mrs Thatcher's career as Education Secretary. Long before the nursery programme worked out and announced, the DES took the initiative in setting up a joint working party with the DES to discuss the best way of channelling extra resources to the under-fives. The working party agreed that the best way would be through a nursery education programme.

In many ways this was a good example of JASP before the event: an inter-departmental agreement on priorities and a joint decision to channel resources through one department rather than another. These were extra-resources, so that existing programmes were unaffected. And JASP is most likely to operate on a similar incremental basis.

But the nursery exercise involved only two departments, and so it left out a number of questions, some of which were on the JASP agenda for further study. What about women at work, for example?

have responsibility for offenders under the age of 17.

And the Home Office, who have traditionally seen themselves as the mapping-up department, have recently been showing a greater interest in prevention (they would also like to get back from the DISS responsibility for young offenders). Besides their coordinating role in urban deprivation projects, they now have a specific interest in law and order and race—all problems which overlap substantially with other departments.

For the time being, however, this is an area where individual departmental interests have won out over the common weal as represented by JASP.

Both these examples have immediate policy implications. Some of the implications of a longer-term study of what might happen if the birthrate continued to decline were looked at last week. But technological change? At this moment, DISS have to face stems from the technological innovations that could conceivably have been spotted and explored as JASP 10 or 15 years ago.

The technological breakthrough was a pharmaceutical one—the discovery and development of drugs that could treat the

The Joint Approach to Social Policy... contains proposals to improve social policy decisions are taken and to provide better information to back them.

mentally handicapped. The effects are now being seen in the employment of the DHSS with two problems. First, do with all the highly expensive people that have hitherto been in the institutional care of the handicapped. And second, how to get the community care that is now being tried in much cheaper than institutional care.

Again, this has implications for the education service. It is no good trying to integrate handicapped adults into the education service. The completely different policy attitudes of employers to disabled workers would be an advance and guidance on needed looking at. In fact, the topic falls under one of JASP's major themes: the need for a longer-term study; the need for a willingness of families and local communities to care for social casualties.

A study mounted now—though not mentioned in the JASP paper—of the educational, employment and consequences of current and former technical breakthroughs might well reveal similar rather than these in made this reaching consequences.

The area is as vast and the possibilities as numerous that it is not surprising, in spite of the additional that there is a certain amount of work. In the JASP paper, some attention about ends and means, short and long-term, economic constraints, social values. While the authors of the paper—that is, primarily, the DES—are decidedly "bullish"—they expect positive results before the end of the present Parliament—the sceptics Whitehall perhaps have a case. It will depend on the extent to which ministers can change their ways, give up fighting for their corner and learn to work together. Past experience leaves little ground for optimism.

Even if that miracle occurs at ministerial level, the same or worse difficulties will arise locally. An inter-departmental approach there is made difficult by the two-tier system. As one senior civil servant with experience in both central and local government pointed out, with perhaps a trace of sangfroid, local government officers are much more professional than civil servants. They do not have the traditions of the all-round amateur which obtains in Whitehall even in these post-Fulton days.

At local level officers do not move from one department to another, as in Whitehall. So, although to some extent local authorities have given a lead with their corporate management techniques, the approach may take longer to filter down to the lower levels where it might have practical effects.

A similar question mark hangs over the degree of cooperation that can be expected from the professionals on the ground. The DHSS have found some evidence that in a number of health centres, doctors and social workers can work well together. However, similar attempts to put social workers and teachers together have been nearly so successful. Both the DES and the DES recognize the problem, but have little idea what, in practice, can be done about it.

At the very least, however, JASP has stimulated the production of a quarterly Social Report, with statistics highlighted from different departments, that across-the-board comparisons will be possible—between, say, regions and different social groups on such things as income, housing and education. If journalists and, through them, the informed public, can get their teeth into these, something will have been achieved.

Mode 3 'abused' by juggling CVET numbers

by Don

The Ministry of Education and Science has not a lack of ideas for improving the quality of education in the country. One of the ideas is to introduce a new system of education called Mode 3.

Continuous Assessment and Review (CAR) is a new system of education. It is a system of education which is based on the principle of continuous assessment and review. It is a system of education which is based on the principle of continuous assessment and review.

Some of the advantages of Mode 3 are that it is a system of education which is based on the principle of continuous assessment and review. It is a system of education which is based on the principle of continuous assessment and review.

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Jobs crisis: new deal for school leavers

Better preparation for the world of work in schools, national funds for training 16 to 18-year-olds and special induction programmes for young employees who miss out on training are among the proposals likely to be agreed by a consultative document on the education and training of young people to be published shortly.

The document, the work of the Government's Training Services Agency, is expected to pave the way for emergency measures to cope with the increasing number of unemployed young people. It will also give details of a new deal for school leavers entering employment.

Its publication will be a victory for inter-departmental diplomacy. The final version has been agreed down to allow both the Department of Education and Science and the Manpower Services Commission to adopt a more positive policy on the education and training of young people without pushing too heavily on each other's territories. But many of the detailed questions—whether new training programmes for the unemployed are controlled by education or by employment interests—will have to be settled.

The relationship between the DES and the MSC has been delicate. The MSC's work is two agencies: the Training Services Agency and the Employment Services Agency. The latter operation last year, the commission have overall responsibility for training, employment and manpower policy (it was hived off the Department of Employment, still officially its boss).

Freed from many Civil Service constraints, it looked as if the MSC would be far more interventionist. At first this was how they

The first report of the Training Services Agency, due out this month, is about the framing needs of young people. Its recommendations have been the subject of delicate negotiation between the worlds of education and employment. PHILIP VENNING reports

tended to see their role. Within months the TSA had selected the training of young people as a priority for action and Sir Denis Barnes, the MSC's chairman, began making outspoken criticisms of the education service, and particularly the last year at school. He also expressed his disapproval of educationists who, he felt, were often unnecessarily hostile to vocational education.

Day-release gave the MSC a chance to get a foot in the educational door if they chose. The Labour Government was elected with a commitment to compulsory day-release (the responsibility of the Secretary of State for Education). Detailed policy plans for the last year at school and the first year in employment were being jointly worked out by the DES and the MSC. The MSC concluded, however, that many people in further education would welcome an initiative wherever it came from.

The MSC recognized that if the TSA came along with a more wrapped package of induction training, further education and some skill development, which blurred the edges between education and training and which could take place in skill centres, colleges

and firms, this would be hard to resist. Its objectives might be narrower than educationists would like, but at least something would be happening. A successful takeover bid along these lines could mark a decisive shift of influence away from the DES and give the employment world the level it has always wanted to put pressing on the school curriculum.

Education does have a voice on the MSC, however, that of Sir Roy Haines, principal of St Albans College of Further Education. Lined up against the despatch team from the DES and the Confederation of British Industry, each backed by a research department, in the need for strengthening his position. He set up ten education advisory groups (one for Scotland), composed of members of six further and higher education organizations, such as the Association of University Teachers, the Committee of Directors of Polytechnics and the Association of Teachers in Technical Institutions.

By December the TSA had produced a draft of their consultative document. It was not sent out for prior consultation, but because it reached the education advisory

group, educationists could add their own views to the process. Sir William Pile, now coming to the end of his term as head of the DES, said: "The MSC has shown a willingness to listen to the views of the education service, and this is a welcome change. It is a pity that the MSC's approach seems to have paid off so far. A recent speech by Sir William Pile, permanent secretary at the DES, showed the Department a more convinced of the need to improve the training of young people."

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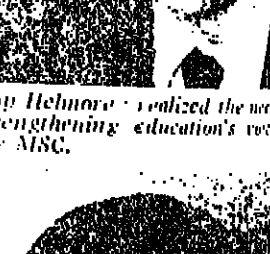
Education is not immune. Only a few months ago, a member of the MSC was speculating that they might turn their attention to teacher supply or the Robbins principle of organizing higher education, the very question raised by Lord Croomer Hunt, minister for Higher Education, in speeches in the last few weeks.



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Sir Roy Haines, principal of St Albans College of Further Education, is lined up against the despatch team from the DES and the Confederation of British Industry.



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Attitude of parents 'crucial'

Diane Spencer

Parents must be equal partners with professionals in the work of discovering and treating a child's handicap. In their evidence to the Education Committee on the education of handicapped children, the Association of Metropolitan Authorities say the parents' attitude is the most crucial factor in early identification and education of the disabled child.

There is a need to develop more effective ways of assisting parents and involving them in their child's education and treatment. A handicapped child needs some form of support from birth; at present support is given from the age of two. Education authorities should provide teachers to assist in the work of welfare and maternity clinics.

Local authorities should write to parents as to which form of special education the child, in their view, requires. The parents should be allowed to question that decision. The AMA suggest that each L.E.A. should have an officer with re-

Warwick

responsibility for the appropriate special education and placement of children.

The present system of categorizing children should be abolished. The criteria for choosing a particular school should be made on educational grounds, not in terms of assessment and placement.

The AMA say that primary and secondary schools should be prepared to accept children with more severe handicaps than they have done so far. New buildings should be planned with the needs of physically handicapped children in mind. There should be linked courses for teachers between ordinary and special schools and joint in-service training schemes.

These proposals do not exclude the development of schools or units for severely handicapped children. In some ways, say the association, their proposals may make the special schools more "special", as the staff will have to be highly trained and experienced.

There should be a close examination of the training of teachers for the handicapped and the level of salaries.

ILEA may smile on meditation

London's special schools may soon include transcendental meditation in the curriculum. The idea is being advanced by the official blessing of the Inner London Education Authority shortly.

The news was announced by Miss Suzanne Harwin, a professional teacher of this meditative technique, at a weekend conference called to discuss its relevance to special schools. The meeting took place near Tunbridge Kent, at Roydon House, now the British headquarters of the transcendental meditation organization set up by the Indian guru, Maharishi Maheshi Yogi.

She told the conference: "I have just been told that so far as the ILEA are concerned, the only obstacles we have to overcome are the individual headteachers. The important thing is that much of England is taking its cue educationally from the ILEA. A meditation project was already being arranged for one special school in North London. "Meditation is an enricher and we can't afford to do without it," Miss Harwin went on. "Particularly with 'special' children who tap

considerably less than the 10 per cent potential achieved by normal people." She claimed that transcendental meditation differed from accepted educative and social service processes in that they could work only from the outside. "It is our responsibility to get children going for themselves. It develops the whole person; it is not at one-sided as normal education."

Mr Richard Ward, former Millfield footballer and recently appointed head of the new Westbrook School for Maladjusted Children, Bexley, told the conference: "Although regular therapy and psychiatric support is supposed to be arranged for all children on referral, very few actually get it."

This failure of the welfare services had led him to consider alternatives. He had set up an experiment in transcendental meditation techniques at a previous school. "The results, rated by independent observers, showed that of the 20 children who learned to meditate, 13 showed improvement (in nine of them a most marked improvement).



Work experience for a 15-year-old in a tobacco warehouse.



Clothes industrial training centre for school leavers.

Alarm at fall in vacancies

School leavers in Devon face an "alarming situation" over jobs, Mr Joslyn Owen, chief education officer, told the Devon schools sub-committee last week. More than 5,000 boys and girls will be leaving school in July, but so far only 1,032 job vacancies have been notified to the county careers service. In addition, said Mr Owen, "not all the vacancies match the needs of young people in the type, location and level of ability required".

The committee have decided to ask the county management team of officers to prepare a report on short and long-term action which could be taken to deal with the difficulty.

SPECIAL ANNOUNCEMENTS

St John's College, York
OLD STUDENTS' ASSOCIATION
REUNION 1975
July 4-6th
Bookings form and details from:
J. R. BRIDGEMAN,
410 New, Huddersfield,
LEICESTER, LE1 1JH
Telephone 1447

Language mars integration

About 100,000 of 750,000 coloured workers in this country can speak little or no English. This represents a serious obstacle to the integration of immigrant groups. Opening the National Centre for Industrial Language Training at Southall last week, Mr John Fraser, Under-Secretary at the Department of Employment, said that this had only emerged with time. It had been assumed that living in a country would stimulate the learning of its language, but these figures showed that for various social and cultural reasons, this was not necessarily true.

Many of the immigrants came from the Indian sub-continent where they had lived in tightly knit, rural communities. In Britain they remained in small ethnic units, both at work and home, isolated and unable to move from unskilled jobs. As they could not participate in training schemes for advancement, they were virtually trapped in a dead-end situation.

At work, these people tended to rely on interpreters. At home the children, who had learned English at school, had to make intelligible the complexities of urban life. Last year the Government set up a scheme to teach English to immigrant workers at shop-floor level. The immigrants are approached

directly and training takes place during work hours at the work place. The Government pay three-quarters of the cost of such a unit, which is organized by the local education authority. Mr Fraser said that although evening classes were available in some areas, a worker who could not read notices advertising them, was unlikely to know about them. In any case, overtime or rotating shift work prevented many people attending such classes.

The new centre is based in Southall, which has a heavy concentration of Asian immigrants. It aims to develop industrial language training on a national scale and provide a central source of guidance field. It will advise and assist teachers new to this type of work, giving information on the organization of new projects, as well as disseminating teaching materials.

The centre itself is thoroughly going-out. Its latest venture is a filmstrip, available in five Indian dialects, about Salim, an immigrant of seven years standing, whose life is shown in immigrant clubs and places of work throughout the country.

The NCILT is at Pathway Centre, Recreation Road, Southall, Middlesex, UB8 3PP.

Ulster call to end selection

Ulster politicians have joined the two main teachers' unions in Northern Ireland in their call to end the 11-plus. This follows last week's announcement of this year's results—only 6,984 of the total 27,444 who took it passed.

Commenting on the results, Mr Basil Glass, former Northern Ireland Minister for Education and Alliance Party chief whip, said: "I am appalled at the continuation of this archaic selection procedure which annually classified thousands of children as failures at the tender age of 11."

He called on Mr Roland Moyle, the Minister for Education, to end the system which he said was divisive and served only to cause emigration, stress and strain to young children.

The renewed campaign to scrap secondary selection and replace it by a comprehensive system follows a threat made by the Ulster Teachers' Union seven weeks ago at the union's annual conference to boycott the examination. They said they would not co-operate in the organization and supervision of 11-plus examination and verbal reasoning tests.

Mr Brian Jones, the UPU general secretary, said that if the examination was not scrapped soon, teachers would withdraw their support, probably from the start of the next school year in September, when preparation for the next 11-plus would start.

The renewed outcry against the examination comes in spite of the Minister's declaration earlier this year that the province could go comprehensive. The Department are currently carrying out a feasibility survey into the types of comprehensive best suited to Ulster.

Mr Moyle has been criticised by teachers and politicians in Ulster for not giving a stronger lead. A spokesman for the Department of Education pointed out that the 11-plus examination was tested on merit. No account was taken of the number of grammar school places available in any one year. "The percentage pass rate has been fairly steady at over 20 per cent for the past seven years and was 25 per cent last year as it was this year."



Miss D. M. Smith, head of Middleton Primary School, Leeds, the school which won a national competition organized by Penguin Books, looks at one of the prizes. With her is Miss Nina Bowden, the children's author who presented the awards.

Fund started in memory of Mr Hewett

A memorial fund for Mr Stanley Hewett, former general secretary of the Association of Teachers in Colleges and Departments of Education, was held at London University this week.

Mr Hewett, who died on May 1, was remembered by many of his colleagues in a simple meeting which consisted of tributes and readings from an anthology of poetry which he edited.

Mr Malcolm Lee, chairman of the ATCD, said Mr Hewett was general secretary during five years of traumatic change, both for the association and the colleges of education. He maintained an outward calm throughout the changes and his counsel would be sadly missed.

His dedicated professionalism, courtesy and loyalty combined to produce a rare administrator whose memoranda were as entertaining to read as was his conversation to hear, Mr Lee said.

Mr Hugh Harding, Under-Secretary at the Department of Education and Science, said Mr Hewett's public statements were moderately moderate. It had become increasingly acknowledged that he was a leader of educational opinion.

Mr Brian MacArthur, editor of The Times Higher Education Supplement, said Mr Hewett's articles—unusually, well-informed, judicious, lucid and witty—summed up the man. His grasp of events and their inexorable logic was remarkable.

Lord Alexander, secretary of the Association of Education Committees, said he was almost the perfect example of what was expected from those in the education service. "In five years I had never known of an administrator word passing between us."

Poems were read by members of the English department at Nottingham College of Education, which Mr Hewett had headed before working for the ATCD.

A memorial fund to promote international relations in teacher education has been set up by the ATCD. To commemorate Mr Hewett, contributions should be addressed to the association at 3 Crawford Place, London W1H 3BN.

People

Mr A. Thompson, Under-Secretary at the Department of Education and Science, is to be Deputy Secretary in the Department in succession to Mr P. R. Odgers, who is retiring. Mr David Ford, director of physical education at Clifton College, has been elected chairman of the Public Schools Physical Education Conference for 1975-76.

Mr Peter Boulter, first deputy director of education for Cumbria, is to be director of education, in succession to Mr Gordon Bessey, who is retiring.

Schools
Miss Wendla Kerntz, head of Brunswick Park Infants School, Camberwell, to be head of Eveline Lowe Junior and Infants School, Peckham, South London.
Mr F. A. Gray, head of Drayton Park Primary School, Highbury, to be head of Kings Acre Junior and Infants School, Lambeth, South London, in succession to Miss E. Burton, who is retiring.
Mr G. E. Hester, deputy head of St Michael's School, Stevenage, to be head of St Joseph's R.C. Secondary School, Horwich, Bolton.

Universities
Dr Dominic Baker-Smith, director of studies, Fitzwilliam College, Cambridge, to the second chair of English, University College, Cardiff.

CREATIVE TEACHING THE EASY FORDIGRAPH WAY

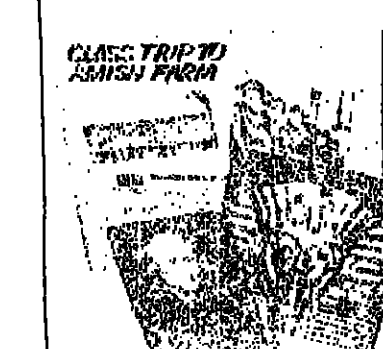
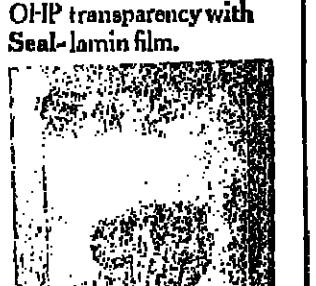
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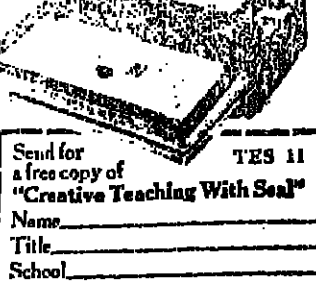
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Applications are invited for vacancies on the above courses, commencing September, 1975. Final validation is awaited for some courses. Special interviewing arrangements will be available at the College throughout June, July, August and September.

For application forms and further details, write or phone Marjorie Hewson, Academic Registrar, Stockwell College of Education, Rochester Avenue, Bromley BR1 3DH. Telephone (01) 460 9944.

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For particulars please apply to:
The Secretary, 31 Roodean Crescent, London SW15 5JX.

West Germany

Reform plans concentrate on course content

by David Dugworth

Dr Peter Glotz, State Secretary at the Federal Ministry of Education and Science, has now reported on the progress of a series of research projects designed to pave the way for future university reforms.

Agreement on the need for such a programme was reached by the Federal States Committee on Educational Planning in 1971 and 59 pilot studies are now being conducted. They are financed jointly by the Länder and the federal government, the latter's contribution for the current year being DM15m (about £2.7m).

Experiments, which require the approval of the Committee on Educational Planning, may be submitted by either the State or the Ministry of Education. The research of the Länder has, however, varied considerably: so far 16 are being carried out in Hesse and 15 in Baden-Württemberg, but only one each in Lower Saxony and the Saarland. Further studies may be initiated later but the total in progress at any one time will not be allowed to exceed 80 in order to ensure adequate supervision.

A breakdown of the fields at present under investigation shows that the appraisal of the content of the university courses is thought more important than organizational reform. No fewer than 31 of the 50 projects fall into this category and cover the planning of new courses and the development of existing ones, the testing of new methods of instruction and the closer integration of theory and practice.

More than one-third of the courses under scrutiny are those offered by faculties of arts or social sciences. Particular attention is being devoted to the pruning of non-essential material which overloads many courses and the introduction of prescribed lengths of time for courses.

These are two aspects of the policy, outlined in the government's White Paper on Higher Education, of limiting undergraduate courses generally to a duration of three years and, as Dr Glotz admitted, both have aroused "considerable scepticism" in university circles.

Nevertheless, the need for a move in this direction has been emphasized by a survey conducted in Baden-Württemberg which indicated that the average time taken by students to complete their courses increased from 5.7 years in 1960 to almost 6.5 years between 1970 and 1973.

As the *numerus clausus* is extended to more and more subjects, students tend initially to take up courses to which it does not apply and switch over to their intended subject a year or two later. This inevitably prolongs the total period they spend at university.

Several projects are associated with the setting up of *Gesamthochschulen* (comprehensive universities), either as new institutions or through the amalgamation of colleges already in existence. A number of others are concerned with student counselling, not only in regard to courses of study but also in the wider context of career prospects after graduation. Advice of this nature is becoming increasingly important now that a university education is rapidly ceasing to lead automatically to a well-paid job.

The second main area covered by the research studies, 17 in all, is teacher training. They include experiments in techniques of multi-media instruction, measures to improve the qualifications of teachers in vocational schools and attempts to solve problems relating specifically to comprehensive schools.

The majority deal with the restructuring of courses necessitated by the decision to train future teachers not according to the type of school in which they serve but according to the grade at which they teach: Primary Level (years one to four), Secondary Level I (years five to 10) and Secondary Level II (years 11 to 14).

Italy

Pay package ends threat of disruption

from Dalbert Hallenstein

A two-month strike of teachers which threatened to paralyse the final weeks of the Italian school year, has been called off after an agreement between the teachers' unions and Signor Franco Maria Malfatti, Education Minister.

The agreement package includes pay increases for most categories of teachers, which will cost the government 500 billion lire a year (about £130m). Elementary and middle school teachers (who teach 11 to 15 year olds) will benefit most from the new deal.

Elementary teachers will receive salary increases of roughly 110 a month for those at the beginning of their careers (basic annual salary without cost of living adjustments will be a monthly increase of 133 (basic annual salary £2,012).

At the same time the period necessary for reaching maximum career seniority has been reduced from 18 years to 16, so that teachers will begin and finish their careers at the same salary levels as their upper secondary school colleagues. This means an increase of about £11 for those at the start of their careers (basic annual salary £1,242), while the final salary will be increased by about £20 a month (basic annual salary £2,245). However, the period for reaching maximum career seniority has been increased from 14 to 15 years.

The minister also guaranteed 10,000 new state nursery classes will be created in two years. And a £1,600m, five-year, and University Building Bill presented to Parliament was possible.

Vice-chancellors meet to settle future of Eurobody

by Paul Moorman

Members of the 25-nation predominantly West European Conference of Rectors and Vice-Chancellors of the European Universities (CRE) are meeting in Vienna this weekend to decide the future of the organization.

Founded in the early 1950s, the organization has been largely boycotted by the Socialist countries because of the alleged "Cold War" character of parts of its constitution.

A UNESCO meeting of Ministers of Education in Bucharest in November, 1973, agreed unanimously that a new body should be set up to promote European understanding at university level.

This demand was repeated by the Soviet Union following last September's general assembly of the CRE in Bologna.

The Bucharest resolution expressed the hope that the new body would make use of "structures already in existence", a clear reference to CRE.

Since September working parties of CRE and CRE/Eastern European representatives have been trying to hammer out a compromise aimed at

Upper secondary school teachers have received a salary increase but the period of maximum seniority has been reduced from 18 years, which means that teachers will now receive a higher salary earlier in their careers.

Teachers will not begin to receive 50 per cent increases until July, 1976, when they will be paid at the level of the former chairman of the United States Carnegie Commission on Higher Education.

Individual development and human satisfaction should become the responsibility of the world of work as well as of education, says the report. Personal fulfilment should be seen as a complement to technical and economic considerations.

Special attention should be paid to hitherto underprivileged groups of workers, the report urges. Among these, it singles out young people, women, migrants and the mentally and physically handicapped.

The agreement also provides for a new one. The ministry already promised that teachers will be paid at the level of university assistants, but this has yet to be decided.

The report warns: "In today's situation of rampant unemployment combined with inflation—and compounded by the prospect of a different structure and slower pace of economic growth—active manpower policies should be used more intensively."

This would concern both job creation and adjustment programmes for disadvantaged groups, and such industrial training programmes for both youth and adults as have already been massively established in some countries.

The report says that opportunities to combine full-time schooling with work are much less common in Europe than in the United States and urges governments to create more part-time and temporary jobs in the public sector for both adolescents and adults who are in full-time education.

In this connexion, the report draws attention to the United States work-study programmes for college students and to "vo-tech" schemes, in high schools which include part-time work often leading to full-time employment.

Recurrent education, the report argues, must remain a cornerstone of any blueprint aimed at establishing a new balance between education and growth, employment and economic stability.

But it emphasizes that if recurrent education is to become a real force in the equalization of life chances, schemes for leave of absence, with compensation for loss of earnings, are essential. They should continue throughout working life.

And to minimize the danger of recurrent education becoming "socially regressive", the report recommends that those with low incomes and little previous schooling should receive preferential treatment.

This bias to the disadvantaged should not be confined to the recurrent education sector, however. At the level of basic education, initial disadvantages due to inadequate home and community conditions should be as far as possible eradicated by positive discrimination... thus allowing talent and effort to emerge and be rewarded on a competitive basis.

Importantly, the report emphasizes: "Equality in education means giving the less fortunate children different and more, not the same and equal educational provisions."

How to carry this through in terms of classroom methods and school organization was one of the major tasks ahead for education.

Whether there is an overall imbalance between the growth of edu-

and leaves some important skills unrewarded.

A Moderation and Education Assessment Service should be set up, recommends the committee. This should help schools identify the objectives for the junior cycle of education; assist in the establishment of school-based assessment by consortia of schools; and initiate a programme of research on curriculum development and assessment.

The report of the committee also provides with indications that Richard Burke, Minister for Education, is planning to draft an Education Act during his term of office which, if it materializes, will define the future direction of education in the Republic in a way that no piece of legislation in the century has yet done.

It is likely that the committee's recommendations will be embodied in Mr Burke's expected legislation.

OECD calls for reappraisal of education and work connexion

by Paul Moorman

See relationships between education and work in order to produce both economic efficiency and social equity are called for in a major OECD report published this week.

Entitled *Education and Working Life in Modern Society*, the report was produced for the Organization for Economic Cooperation and Development (OECD) by a group of experts headed by Dr Clark Kerr, former chairman of the United States Carnegie Commission on Higher Education.

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People constituted for industry as for the nation—the primary field of investment industry must and could contribute to education and to

raising the quality of life over and beyond the technical and economic requirements of production.

M. Jacques Delors, former secretary-general of the French Inter-ministerial Committee for Vocational Training, said that in all the member states of OECD there was widespread dissatisfaction with present educational systems. They were meeting neither the needs of the economy nor individual aspirations.

Large numbers of young people were finding it difficult to accept and to adapt themselves to working life.

higher education leads to superior income and status, the demand for higher education will continue to be pushed upwards.

"We therefore propose a study of educational drawing rights, whereby all young people at the age of, say, 16, would have a certain educational capital on which they could draw according to the career pattern which they adopt."

Such an arrangement might lead to more rational choices in the 16 to 20 age group, allowing those who prefer to work to do so without cutting themselves off from the right to higher education at a later stage.

One stumbling block to the implementation of recurrent education has been the question of who pays for educational leave of absence from work. The issue is complicated, says the report, by the diverse purposes which leave of absence serves.

It says: "Many firms already finance industrial training on a considerable scale because it provides direct benefits for the enterprise. From the point of view of individuals and society, it would be wrong to limit training opportunities for adults to those of immediate vocational interest."

"Since it is undoubtedly in the public interest that there should be an increasing range of education and training opportunities for adults already in the labour force, a joint effort by governments and by employers would seem to be the best approach."

"Rights to education and training for those in the labour force would be a major step towards improving the quality of working life. The right to knowledge and the right to speak up are two sides of the same coin."

"But much more could be done to stimulate developments on other aspects of the quality of working life if experiments with new organizational forms, job design and humanized technologies could be supported by public intervention in the same way that industrial technology is already promoted on a wide scale in the public interest."

"If more varied and satisfactory patterns of life are to become a reality, financing mechanisms will have to be changed as they affect several points in the life cycle. More flexible financing of education, culminating in some form of educational drawing rights, would be one major step."

"But the financing of retirement incomes, of employment creation, of education and training and of social security must be conceived and planned as a whole in order to adapt to the urgent need for more options and flexibility during the lifetime of individuals."

How the changes proposed would be financed is not dealt with, largely, says the report, because of the widely differing situation in the 25 OECD member states.

But in nearly all the countries patterns of educational financing had been developing in a haphazard way and there was a need for a fundamental review of existing mechanisms.

Such a review should consider: the length of study, which was often too long in higher education; the rationale for existing pupil/teacher ratios; the degree to which costs should be covered by fees, and the subsidization of student maintenance;

the allocation of funds to individuals rather than institutions; the timing of educational subsidies throughout the lives of the beneficiaries.

All these aspects involved important problems of both equity and efficiency, particularly in higher education which, as it was bound to be selective, raised difficult issues of equity as far as financing was concerned.

The report says: "As long as

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Tied to the purse strings

Peter Fanning examines the current financial problems of theatre in education

Now that the Arts Council are to get the £25m they have been praying for, the minimum required to maintain present standards of "subsidy", theatre in education (TIE) companies throughout the land have a small sigh of relief, as the storm clouds of recession gather. No expansion is foreseen, but the crunch has been avoided—for the moment.

At present, roughly 15 per cent of the drama budget is devoted to young people's theatre activities, but it is impossible to be precise. Money allocated to regional theatres with TIE teams attached includes any provision for TIE activities (mentioned as a separate item in the theatre's estimates). However, the Arts Council decline to earmark specific sums for these activities, and their reasons are understandable. Where a theatre performs adult theatre and TIE with the same company, it is difficult, not to say impossible, to separate the finances of the

two. Nevertheless, as a general rule, Arts Council money covers 40 or 50 per cent of young people's theatre operating costs. The rest comes from many different sources.

For the independent children's theatre companies, Arts Council support is far and away the largest, sometimes the only, form of direct subsidy. These companies are either theatre orientated, like the Unicorn and Folk, or touring schools in the old style established by Brian Way.

The theatre-based companies are at present on a fairly steady course. Despite a total lack of support from its local authority, Westminster, the Unicorn Theatre can meet the current rise in costs with an increased fee for block bookings by the Inner London Education Authority and a corresponding increase in Arts Council support.

The touring companies, who visit schools all over the country, are paid for their services on a quid pro quo basis, directly by the local education authority, or from the school's capitation allowance, or by the parent-teacher association with money raised by fetes and jumble sales—or in the final instance by so many pennies, brought to school in a hot little hand.

There are strong moral objections to this last course. It is argued that such visits should be part of an educational service, and since much of the work takes the form of drama projects "to make a change would be tantamount to charging the children for a drama lesson taken by the team". Which is fine for those living in Coventry, Green-

wich or Peterborough. But for a head with no drama adviser, no local team and no central funds, there are few alternatives.

But apart from these niceties, the outlook for the touring companies is far from rosy. Increased costs, especially for petrol (up 100 per cent in a year) and salaries (always the main item, up a good 30 per cent), cannot be met by increased revenue. Ask drama advisers to pay more for these services and in all likelihood they will simply cut down on the number of days for which they employ the company. They have their own budgets to stick to. Moreover, when an authority cut down their spending, charity begins at home and outsiders will be first in line for the chop. Nor is it any easier to charge the schools more. In the present climate a higher fee will only encourage more of them to regard these companies as an expensive luxury.

The growth of locally-based teams has already meant a large reduction in the amount of touring work available. Theatre Centre, for instance, runs fewer groups than it used to, but now finds itself in a cleft stick. If it were to cut down further, the proportion of income provided by each group towards administrative overheads would have to increase. As I have explained, that is not an easy thing to achieve.

The only realistic course of action is to try and maximize current income, without increasing charges. Both Spectrum Theatre Company and Brian Way have been considering how to go about it. Spectrum may

consider withdrawing from some of the rural areas which it visits, and where it recognizes that the need is greatest, simply because of their low cost-effectiveness. Next September Theatre Centre is planning no schools except for the one to village schools—expensive but valuable project. Instead, they will run a 22-week tour with their own purpose-built theatre, seating over 300 children at a time.

Theatre in education teams attached to repertory theatre face problems of a different kind. Generally speaking, they are financed by a balance between Arts Council and local authority funds. On the whole the Arts Council are prepared to back most projects, so long as the standard of work is high enough and the council can afford to do it. They refuse to direct artistic or educational policy or to draw a line and say "this is no further"; such and such an activity falls solely within the scope of the LEA.

But the crannies and crevices into which TIE fundings are slotted in the financial pigeonholes of the various local authorities are as numerous as the companies themselves. So much depends on the personality involved and the ingenuity of particular advisers and drama advisers.

Some authorities provide a straight sum, which is reviewed annually. In Coventry, for instance, the authority meet some 50 per cent of the budget in this way. Other methods involve the LEA employing one or several of the team as an attachment to a college of education (as at Watford), or as a theatre

adviser (as at Colchester). The Bowspire Company at Greenwich receives a grant from the LEA on the same basis as the polytechnics and so maintains its own independence, while paying the equivalent of teachers' salaries. In Peterborough, money which in the old days would have paid for outside visits, now goes towards keeping the Key Perspective company. In other words, it is a fee for the company's services.

The many other sources include youth work, for which the local authority are bound to pay by statute, grants from the leisure and amenities department, box office receipts for performances in the main theatre, grants from industry, schools capitation allowances, and even some of those hot little pennies.

On balance the teams welcome a situation where there are several sources of income, for while the local authorities provide funds, the Arts Council grant preserves the team's independence from too much interference from county hall. On the other hand a local authority, like the one at Coventry, which includes teachers and education officers, not only benefits the work, but also maintains local pressure to provide funds.

Nevertheless, TIE teams are certainly not immune to the dangers of an economic squeeze. As a servant of two masters, they are involved in ever more complicated juggling acts to balance their books and in stormy times even the most generous local authority cannot be guaranteed to provide adequate funds.

A more sinister weakness in their struggle is the control which the theatre boards can exercise over the apportioning of Arts Council money. Remember, it is no longer earmarked. At a time of crisis, when a theatre has to cut costs by say 15 per cent, it would be all too easy for a zealous band of trustees to seize upon the TIE budget and draw a neat blue pencil line right through it. Policy decisions in the past have destroyed TIE teams in this way, and as the pressure for economy grows, the temptation for other theatres to do the same can only increase.

But despite the growth in the number of TIE teams in the last five or six years, there are vast tracts of the country with no theatre nearby and no such team. So a drama adviser who wants a locally based group may well have to set about one of their own making. Many are more resourceful (and better funded) than the adviser who declared that his long-term aim was to ensure that every child in the county saw one performance by Theatre Centre during his entire time at secondary school. But only in rare cases has an authority taken the bull by the horns and created its own team entirely from scratch.

In Barking (see other feature on this page) Chris Day, the drama adviser, has devised a scheme whereby each school is offered one visit by a company each term, in exchange for an annual fee, which comes out of the capitation allowance. More than 80 per cent of Barking schools have accepted this offer. Even more successfully, a team of advisory

drama teachers has been appointed to oversee drama and its development in schools. Among their other numerous activities, they devise theatre in education programmes, which tour schools for a total of four weeks in the year. But this is no substitute for a full-time TIE team—and in the present climate there is little prospect of funds for that.

Which brings us to the vexed question of the nature of the work which TIE teams and companies are providing. If it is to be an educational service (and at the moment that's a pretty big "if"), then surely it is high time the whole thing was rationalised. Drama advisers should not be forced into wheeling and dealing and burrowing into different departments in their search for funds, or worrying about whether the caretaker's wages at the drama centre can be paid for by the leisure and amenities department or out of the adult education budget.

John Greston, drama adviser and artistic director of the Powys Theatre Company, firmly believes that authorities should be coaxed into a more positive way of thinking. The Powys company was established in 1972. Employed directly by the LEA, it combines community theatre with TIE, covering one third of Wales.

Greston claims that drama in schools is still way behind music and the visual arts in its efforts to achieve official recognition. "For theatre in education to survive, it must

be organized through the LEA, in the same way as the local library is. We must create something that will last. We cannot simply rely on dedicated personalities." Fortunately Powys has a generous LEA and, as in other cases, the employment of teacher-actors on LEA scales provides them with more security and the company with better continuity. John Greston predicts that within 10 years a company of this kind, run by the authority, will be a normal part of educational services.

Not everyone would agree that this is either desirable or likely. Other companies tend to guard their independence jealously. They point to cases where companies have been directly answerable to the drama inspector; where there is a clash over artistic policy, it has been the company which has been brought to heel—and in some cases with a lot of bitterness on both sides. (Not, it may be argued, if the drama adviser and the artistic director are one. But can you really combine the function of director with the many and varied duties of a drama adviser?)

To have a team employed entirely by local authority funds is a dream which many advisers share. The most obvious benefit would be that companies could then devote themselves entirely to the work, without having to spend much time and effort in negotiating their finances for the rest of the year. But the millennium is still a long way off, and as the shadows lengthen and the screws of economy are tightened, Arts Council funds are more of a lifeline than ever.

Changing scenes

Jonathan Croall finds a variety of drama work going on in Barking

Prologue
Dagenham's longest and straightest road. The bus passes through relentless swathes of council houses, up to a rainwater cluster of low buildings. The exposed feeling of standing on an airport runway. Very flat, Barking.

I mistake the drama centre for, first, housing, then a department, then a special school, and finally the annex of the tech, with its apprentices also in relentless rows, idling their way through "personal development courses". Or has community theatre got further than I thought?

Act One
Eventually I penetrate the centre, find the studio where the Barking School Drama Festival unfolds. Some minutes to adjust to the scene in the semi-darkness. Kids on three sides of the studio, watching an infant group whose piece about a boy getting lost is just ending. In the corner Chris Day, Barking's drama adviser, taking notes. The audience small and scattered—part from the kids, only a few teachers watching the work of other schools.

Whispered introductions to Chris Day before the next piece begins. He reminds the audience of the festival, organized by the school's drama club.

Prologue
Dagenham's longest and straightest road. The bus passes through relentless swathes of council houses, up to a rainwater cluster of low buildings. The exposed feeling of standing on an airport runway. Very flat, Barking.

Chris gathers the kids round him, talks about their lack of belief in the situation. Gives them a quick "exercise" scattered on the floor, they slowly wake from sleep.

During the interval I ask the old chestnut about drama's links with English. Chris is firm that there should be no special relationship. Drama for him is social education, a means of encouraging confidence and independence in kids, of enabling them to gain a belief in and understanding of themselves. And so it belongs all over the timetable, I ask him if all his teachers see it that way. "Well no, but I try to encourage their strengths within their own ideas, rather than antagonise them with mine—though sometimes that has to be done."

Back to the studio—and more rats. This time they are scuttling about with Browning's "Blind Piper of Hamelin". I blink hard at three rows of boys and girls, each stuffed in school uniform, with school tie rampant, revive the forgotten art of choral speaking.

Rats! They fought the dogs and killed the cats, And bit the babies in the cradles, And ate the chesnuts out of the vats, And licked the soup from the cooks' bone.

Back to the studio—and more rats. This time they are scuttling about with Browning's "Blind Piper of Hamelin". I blink hard at three rows of boys and girls, each stuffed in school uniform, with school tie rampant, revive the forgotten art of choral speaking.

Fifteen minutes of incantation, little movement, even less expression in and understanding of words. My sympathies go out to one quiet, older junior, voice just breaking, who gruffly sabotages a few key stanzas. The teacher says the kids enjoy performing in this way, Chris Day diplomatically says that there is more movement than in last year's effort, the music has added another element. To the kids he talks about rats, asks how much they know about the animal's colour, movements. The kids, who look real

English, still subdued, don't respond at once. They have to go into and come out of smaller groups before the talk opens up, before points of conflict emerge.

First, there's the question of "social drama". In the festival, one group of 14-year-old girls chose to work up a piece based on a police report of schoolgirl mugging in Notting Hill. Now some teachers speak up about the language; they found it too strong for their own taste. One or two feel that drama should have a "magical quality—it should be a means of introducing children to something better."

David Groom, one of the four advisory drama teachers, himself Barking-raised, defends the aggression, verbal and physical, that characterized this piece. This is their lives, he feels, violence of one kind or another is familiar to them; it needs to be worked through, not suppressed. (Some suppression there was, I learn later—though it was self-inflicted. The girls had already softened some of the language of their festival entry minutes before they began, having seen that quite a few younger kids would be in the audience.)

The other focus for disagreement is over definitions. What should the kids really be involved in—drama or theatre? Some teachers suggest the festival is as much for them as for the kids, and that this is no bad thing. It enables them to have an occasional glimpse of what's going on in other schools. Others, a little more vocal in the debate, are against the whole idea of The Show of Kids playing to any audience, however small or friendly. For them it's the learning through role-playing (in both senses) that matters.

A couple of teachers talk of the need for "workshops" where social drama can be "developed" in a more rigid time-tabled format. "After Bullock we should be emphasizing oral communication in drama work—as part of the developing of the child's personality," he suggests. Yet oral communication hasn't been total at the teachers' centre today. Quite clearly, Barking teachers "bracket" as many different approaches to drama as the schools in the borough.

There's a public school in the borough, Barking Grammar, which has a long tradition of drama. But back in the schools, there's an "ad hoc" approach. In the four years at Barking Grammar, drama has been a "subject" and then a "club" and now a "course".

Chris Day's own emphasis is on the "show" of kids. "After Bullock we should be emphasizing oral communication in drama work—as part of the developing of the child's personality," he suggests. Yet oral communication hasn't been total at the teachers' centre today. Quite clearly, Barking teachers "bracket" as many different approaches to drama as the schools in the borough.

English banner. And with seven of the pre-16 schools virtually working a day week, there's little chance for drama teachers to get out and see each other's work. So perhaps, today, there was no pondering on each other's ideas than on the outsider's eye.

Act Two
Back at the drama centre, the following week. Four drama advisory teachers working a team with a large junior class—their first time in the studio.

I'm a little late, and they're already talking on an improvised situation—only the starting point is teacher-inspired. It concerns the owner of a clothes shop, dressing in the fur coat to sell, the owner buys it, is confronted by another customer, an old woman, who claims the coat was stolen from her. The kids are the passers-by, the seelers, and remain as such for several minutes. No one's yet found the right spot in the story; the teachers are still running the show.

Until a girl turns abruptly and points to the owner of a clothes shop, dressing in the fur coat to sell, the owner buys it, is confronted by another customer, an old woman, who claims the coat was stolen from her. The kids are the passers-by, the seelers, and remain as such for several minutes. No one's yet found the right spot in the story; the teachers are still running the show.

Self-awareness arises again, the group's vitality is submerged. And away the team has to be rudely adjourned—the school bus is purring outside. As they climb in, a boy says to me: "You could tell the man we're saying—that coat was only about six weeks old." Another remarked: "Anyways, I'm him, nick it from her in the supermarket."

At lunch we talk about the "show" of kids. Improvisation has its own constraints: was it a mistake to guide the kids into the legal machinery of the play? An alternative would have been to play the personal questions of theft, property, punishment in a less formal setting. "Give the teacher who set up the kid workshop scene, still felt that the kid workshop was a reasonable session, that in this case the kids found the centre a stimulus rather than foreign territory."

In the afternoon we're in a secondary school, a secondary school group get together and "warm up" with some games and exercises. Then, with the teacher, they round the question of traditions, customs,

"He's not enjoying being observed," says Dave Groom of the teacher. "His voice sounds different." Nevertheless, the kids are responding to some sordid prompting—though when they break into groups again, the boys keep with the boys, the girls with the girls.

Back group enacts a tradition from history. Without exception, they glunder the Great Men and Women of History pantheon. Five groups: two go for Florence Nightingale, one for Arthur and his Knights, one for Brunel and one for Napoleon. Then the teacher suggests they stop, and write something about their own scene. I express surprise at this move. Dave Groom defends it. Writing is something they're familiar with; an alternative means of expression that the teacher can draw on.

Final scene for the day is in a primary school, whose hall has been taken over by a visiting theatre in education group. Clusters of junior schoolers round the parquet floor, now a lunar landscape strewn with junk.

The group simulates a space adventure, while the voice of Mission Control, coming from the equipment cupboard, blasts out orders to the young moon-walkers. Alien ships arrive, but some kids are still more interested in the potential uses of the junk. Others are overwhelmed by the noises off, near stunned by the technology of their journey into space.

Imaginative and stimulating without doubt, but Chris Day asks: "How do you follow this up in the classroom?" Where does the teacher take it from here? For the class teacher in charge of these juniors, drama is only a "show" of kids. How will the build of the show be? "Well, it's the end of the show, so it's difficult to do much."

At last, the kids get out of the visit, when? Dave Groom says: "I'd like to see the teacher and the kids get out of the visit, when?"

Chris Day expresses a bit since then "at an evening school, he's referring to 'show' of kids, started to teach-form Aeschylus, and then to teachers after the festival, some boys wrote LCC shorts and held them in the school, girls struck up classical pieces in the school."

There's a lot of talk about the "show" of kids. Improvisation has its own constraints: was it a mistake to guide the kids into the legal machinery of the play? An alternative would have been to play the personal questions of theft, property, punishment in a less formal setting. "Give the teacher who set up the kid workshop scene, still felt that the kid workshop was a reasonable session, that in this case the kids found the centre a stimulus rather than foreign territory."



Above: Improvisation can stimulate imaginative role-playing, but it also has its own constraints.

Left: A school hall becomes a lunar landscape, accumulated junk the props for a space adventure.

Right: "The higher up the school one goes, the less likelihood is there of open 'play' happening, unless it is in the drama lessons."

Bullock Report. Photograph by Ron McCormick

John Croall

BETWEEN TWO WORLDS

| THE BOUNDS OF LANGUAGE

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obtained from the Directorate of
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Required for September, or as soon as possible at this recently reorganized Comprehensive School. A pupil must be 13 to 16 years. Teacher for ENGLISH, SCIENCE, and CIVICS. A girl. Graduates. A letter is sought who would be interested to teach all students and a significant proportion of the population work. O. C. E. "O" letter and C. S. E.

Application forms and further details available from the Headmaster. Should be returned as soon as possible.

Headmaster, Mr. V. R. Round, B.A.,
(Number on roll, 1,290).
Required for September, 1978.
TEACHER of ENGLISH for all
ranges of ability, with work up to
C. 1 and "O" D., level, to be 3
The Authority has a scheme for
teachers moving into the county to
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house purchase. Accommodation is
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Applications by letter to the Head-
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as possible.

UNIVERSITY OF MICHIGAN.
Faculty of Education. Conference of
Faculty Members. 1955-56.
Submitted for one year from Sep-
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SUTHER, R. M. AUSTINER to teach
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the level courses, with the
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Applications, giving curriculum
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Fieldwork a menace?

Its popularity may lead to its decline, writes Dr Christopher Board, of LSE

Until recently, it was thought necessary to encourage, even to goad, teachers, schools and authorities into undertaking geographical fieldwork. For many years advocates of the Geographical Association, particularly James Fairclough, Charlotte Simpson, Geoffrey Hutchings, Sidney Woodbridge and Charles Fagg, extolled the virtues of teaching geography out of doors. Geography would be learnt by seeing things, or through the sales of the foot.

Apart from this theme of acquiring an understanding of the environment through experience, there was strong pressure for local studies. These were by no means unknown but were strongly advocated by the same group of enthusiasts and their disciples. Woodbridge, for example, complained of the cult of 'other whitefields'.

But it was Frank Monkhouse, in his inaugural address at Southampton in 1955 who touched the right note when he reminded his audience that we could still be explorers if we tried to look with understanding at our own surroundings. 'You might have had to join the Army or Royal Navy to see the world, but there were disadvantages to be made round the street corner or at the end of the garden. If only you applied your senses.'

However, these ideas must have been encouraged by the wave of interest in the countryside in rambling and touring during the 1930s.

In the ten years before the Second World War these experiences were enjoyed by the more fortunate, and the pressure of numbers was rarely felt. It is the popularity of fieldwork which may now lead to its decline. Forces have been let loose by the effects of large numbers of field parties on the countryside and the consequent damage by restricting the amount of fieldwork done.

The exponential growth of field classes in the post-war era can be traced to the early efforts of groups such as those at the University of London's Institute of Education and the founders of the Council for the Promotion of Field Studies founded in 1943.

For long their enthusiasm reached a minority of teachers and pupils, mainly from grammar schools. Recent changes in the education system, and particularly the introduction of the CSE, with an important fieldwork component, in the mid-1960s, has increased the amount of fieldwork being done. Not only are examinations blamed for this state of affairs because an increasing number of schools whose pupils were entered for O and A level geography examinations began to regard field classes as the number of field study centres owned by I.E.S., the Field Studies Council, the Youth Hostels Association, schools and independent organizations increased from 67 in 1965 to 197 four years later. At present there is a campaign to develop urban studies centres.

Coupled with this rising popularity of fieldwork was an equally insistent demand for information on how to do it. Easily accessible publications did not generally appear until the 1950s when, for example, the Institute of Education's *Geographical Excursions in and around London* was quickly followed by Woodbridge and Hutchings' *London: a geographical fieldwork for students and teachers of geography*. The now considerable choice of information is, however, largely the result of work in the last decade or so (see a review of recent books by Henry Wilks in *Geography*, November 1973).

Finally, some have seen fieldwork as an attractive way of occupying, if not interesting, the less able pupils and the press has suggested that local visits are used to help counteract half-mind schooling and staffing problems.

Problems have not only been created by the much larger numbers involved in fieldwork but also by recent changes in methods. Traditional geographical fieldwork designed to develop an eye for country proceeded by observation and recording. This was time when geographical methodology concentrated on landscape and morphology, but inadequate for a geography that gave at least equal weight to functions and processes.

The focus for the field investigation of problems and hypothesis testing sometimes led to almost mindless data collection. Frequently, and particularly when related to urban hinterlands, information is collected by interview from shopkeepers and customers.

This is by no means confined to urban studies: one of my colleagues delighted to recount that a student sent to do a farm study was met by the farmer who gave him a cyclostyled sheet with all the information he wanted. This is reducing the element of observation and inquiry even below that of the level of the census enumerator.

Of course, increased numbers inevitably increase the risk of accidents and bring to light examples of environmental ignorance and badly conducted field parties.

The trends outlined here culminated in the Year of the Environment Conservation Year and the identification of the problem of over-use of field study facilities and proposed solutions. In November, 1970, Geography published a report by a GA committee on over-use. The heightened consciousness in favour of conserving vulnerable parts of the environment and increasing awareness of invasions of privacy by official and marketing agencies emphasized the problem.

One proposed solution was spreading fieldwork over much wider areas, but inevitably areas near the large concentrations are more vulnerable, especially with the current need to reduce travelling costs. It is especially urgent to protect 'classic' localities. Not only tourists but field parties now go on to paths in the Tor. A teacher on Box Hill, in Surrey, recently saw six parties from London schools in an hour and a half one Sunday afternoon.

Part of the trouble is that 'classic' sites are well publicized, indeed, merely by listing some sites of special interest that should be conserved, one is exposing them to risk. This is the reason why enterprising teachers who discover a

good site for field teaching, or a helpful farmer, are, understandably, reluctant to share the information. At least there is no need to hypothesize testing in the field at the 'classic' areas or sites.

However, restricting information is scarcely a solution that is worthy of educators. Some other solution has to be found. Some of the pressure could be relieved by encouraging more urban fieldwork and by more emphasis on observation only of buildings and their urban traffic and pedestrian behaviour on a smaller scale. Streetwork and urban trails are excellent recent developments adopting this method.

It is now widely believed that restricting fieldwork to those who are competent to do it out parties of children or under the problem of over-use will be eased if not solved. This could happen if only teachers with a certain leadership certificate are allowed to take parties out. But accidents have shown up the lack of certain types of fieldwork so that there is considerable pressure for certification. Certification implies training, even revision, and in the long run can improve the quality of fieldwork.

It is often pointed out that the introduction of driving tests in the reduced road deaths in relation to the number of cars on the road is a certificate for geographical teaching would need to be appropriate to the type of work done. They are afraid that 'the PE boys' take over and insist on standards that are far too high and unrealistic, especially for urban fieldwork.

Certification can only be a partial solution in that it can be reasonably applied to new entrants to the profession and to those who are able to undergo retraining. Course on fieldwork similar ideas will multiply as new teachers. Such training can never be able to eliminate cases of that of the teachers who, faced with a syllabus including complex fieldwork, took a party to Hampstead Heath and stippled the area.

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Six parties in an hour-and-a-half on Sunday afternoon.

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Teenage school leavers on a Greenland expedition. The inflatable boat with outboard motor was used for short jaunts on the fjord.

'... always a little further'

Support for school-age expeditions. By John T. H. Allen, executive officer, Young Explorers' Trust

To young people the word "expedition", like "leader", conjures up romantic and emotive images. The teacher/leader organizer of an expedition who suggests that his pupils might like to become involved in exploratory work abroad is holding out to them the offer of a new dimension in living. Immediately the blood quickens, the heart leaps.

So often the idea becomes sterile because the organizer cannot see how to raise the cash. Sometimes, too, he fails to seize the opportunity which is there, because of lack of imagination or doubts about his capacity to take on and overcome all the inevitable innumerable difficulties—the research, the planning, the organization, the directing, the controlling and the leadership. More often than not his doubts are unnecessary. There will be others to share the responsibilities, given his inspiration, there is also a wealth of accumulated experience and expertise available to him, and quickly available.

The Young Explorers' Trust is the association of British youth exploration societies. It provides advice, information, "approval" and "approval and grant-aid" to organizers of expeditions which involve travel within or outside the British Isles. Groups within the Trust meet to exchange ideas and information about topics (for example, food, equipment, training) and about places. The Trust and its members are invited and encouraged to spread information. The 1975 Symposium is to be held on October 31st at "Expedition Island and Well-Being". Member and non-member societies are invited (see footnote).

Annual membership of the Trust for October 1, 1975, will be £5 twice a year a bulletin and four times a year a newsletter disseminating recent information. An annual symposium is held in October; discussion groups debate problems and spread information. The 1975 Symposium is to be held on October 31st at "Expedition Island and Well-Being". Member and non-member societies are invited (see footnote).

What objectives should derive support from YET? Possibilities include a collection of original data for groups, such as school societies, and £15 for national organizations, such as the Yorkshire Schools' Exploring Society. An individual adult may join at £1 a year. Any person or group may join who has an interest in the promotion of expedition work abroad. An expedition might like to become involved in exploratory work abroad is holding out to them the offer of a new dimension in living. Immediately the blood quickens, the heart leaps.

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A European perspective

By Alan Browne, Andrew Reed and John Tuppen, of the geography department, Bognor Regis College of Education

Besides the field courses conducted in various parts of Britain in the past seven years, the geography department at Bognor Regis College of Education has undertaken field studies with students in West Germany, France, Netherlands, Spain, Switzerland, and Poland.

An average of three continental visits a year has been possible through a sympathetic principal, a cooperative local authority, co-operation of a number of financial sources, such as research foundations, the thoughtful back of fees obtained by publicizing the results of the investigations in various media, the generosity of the five members of staff in devoting time, energy and money invariably in vacations, students who consider the costs worth their while and adapt to a variety of roles from cooks and dishwashers to vehicle maintenance and refuse disposal, and last but by no means least a location giving a selection of cross-channel ferries which puts Strasbourg as close as Newcastle and Marseilles as close as Liverpool.

Two recent excursions of 4,500 km using the college transport have been costed at 3p a person a mile—a worthwhile investment.

The type of work undertaken falls conveniently into three categories. The bread and butter is a most rewarding exchange scheme which the department has with the Pädagogische Hochschule, Göttingen, whereby upwards of 25 students visit each other's college for 15 days in alternate September.

Over the seven years a considerable body of expertise has been accumulated which feeds back into college courses and via the students into the classroom. Besides studies in and around Göttingen and the Leine valley each biennial visit includes a few days in other areas such as the Harz mountains, Lüneburger Heide, East Friesland or the Ruhr. Such an arrangement helps to cushion the effects of escalating inflation and unfavourable rates of exchange.

More recently through the auspices of a Polish member of the mathematics department an exchange scheme has been inaugurated with Gliwice Polytechnic, in Silesia. The experience of living and travelling and mixing with students and people the other side of the iron curtain, which we had previously viewed from one angle only, would be sufficient justification for the scheme. But when studies are made of Warsaw, pollution in Katowice, the new town of Nova Huta, the Lenin steelworks and resorts in the Tatras mountains where the traditions have their rest centres, and visits arranged to Auschwitz concentration camp and trips by raft down the river Dunajec the experience are memorable. Inward journeys via East Germany and outward journeys through Prague and Czechoslovakia make it indelible.

For student teachers in training there is also the prospect of studying foreign educational systems, and school and college visits are made. Comparisons are made and conclusions drawn. There is also the unavoidable experience of 'foreign' approaches to geographical field teaching.



The "strawberry special" at Orsières, in the Swiss Valais. The repercussions of the introduction of the strawberry reverberate through the human ecology of these valleys.

In the scramble for status and academic respectability the Pädagogische Hochschule have not lost sight of their principal objective to produce teachers. Pedagogy and didactic still figure prominently in the curriculum and take precedence over academic excellence and scholarship in the discipline.

In spite of this emphasis field teaching has hardly progressed from the eyeballing-in-the-coach technique. The Hochschule's immaculate turn-out testifies to their unfamiliarity with spade-work and using the soles of their boots.

A product of the exchange has been a healthy mutual respect for our inquiry methods and their regard for the expert. The gap between our preference for finding out and testing and theirs for telling has been narrowed and a compromise has emerged acceptable to both sides.

What is immeasurable is the impact it has made with successive groups of prospective teachers. If the benefits are as immense as those gained by the staff and the friendships as close as those forged between the members of the respective staffs then whether we remain a member of the EEC is academic.

Equally rewarding is the second of the categories. This is the opportunity to engage the students in a genuine research project. Visits over three successive years to Pays des Trois Dranges, in the Swiss Valais, analysed the conversion of an alpine community from a predominantly subsistence way of life to a commercial economy. The repercussions of the introduction of the strawberry reverberate throughout the human ecology of these valleys.

Romantic textbook images of transhumance were modified in the light of experiences gained with herds at over 2,500 metres. Rationalization and renewal of the traditional economy has followed in the wake of the innovations. Tourism consequent on the

opening of the St Bernard tunnel has injected a further dynamic. Transhumance still remains a basic heartbeat of the Alps but has had a transplant. It remains to be seen whether it rejects the gift.

The Spanish research project undertaken with the approval of generous cooperation of the IRI section of the Spanish Ministry of Agriculture. It involves mapping the process of resettlement of less fertile lands in new villages or former desert made fertile by the irrigation of irrigation. It is a massive investment of money and labour which goes to the root of one of the universal problems—that of gaining the human tide that flows from rural to urban areas.

Interspersed with the exchange and the researches have been more conventional field studies programmes based on one or two centres and organized outside. Their value has been enhanced by the extended periods of study by various members of the geography staff at the universities of Caen, Rouen, Strasbourg, Aix en Provence and Göttingen.

Since there is little difference in cost for a south coast college to undertake field investigations in France or in the Celtic fringe of this country it is rewarding to gain first hand knowledge of field work in towns as well as Crawley, and growth strategies along the Leine valley to compare with various South-East planning strategies, the Languedoc-Roussillon tourist development which has been assisted at the regional level by 12 regional coordinators and in each L.A. by a local co-ordinator. A review of current progress raises several issues concerning the management of curriculum development in geography.

Many teachers have shown a willingness to attempt to implement the project's work in the classroom. By September more than 1,500 schools will be using the published materials. The key issue, however, is not how much material is being pur-

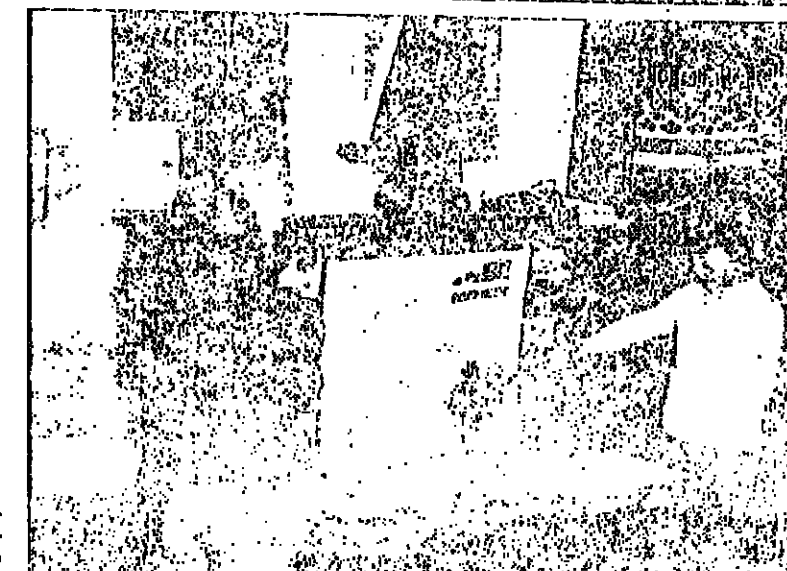
Schools Council projects

1. For 8s to 13s. By Gordon Elliott, senior research officer (geography), University of Liverpool School of Education.

Has geography a place in the middle-years curriculum? If so what are the best ways of teaching it to young children? These two questions have been central to much of the work carried out by the Schools Council Project eight to 13 theory, geography and social sciences at Liverpool University during the past four years.

In looking at these questions we have worked closely with schools throughout the country. Our approach has emphasized partnership, consultation and a two-way flow of ideas between teachers and members of the project team. There has been no centrally produced course, based on our perceptions of what is right for schools. Instead, we have learnt and continue to learn, by exchanging ideas with teachers.

The outcomes have been numerous and diverse. For example, a working party set up on Leas initiatives benefited from some of the project's ideas in producing guidelines for middle school geography. On a smaller scale, but equally significant in our estimation, was the use of project experience by a comprehensive school in the development and resourcing of a first year humanities course. But readers of the TES will probably have easiest access to the project's work in the form of published materials. Collins/ESL, Bristol, will



With the help of project materials Somerset primary school children learn what modern geography is about.

be producing them during the next two years.

Among them are materials for children which attempt to do two things. First, they give children a taste of what modern geography is about. Secondly, they provide a set of resources for classroom use on which teachers can build. In this context the teachers' guides, produced with each set of materials, play a central role. These guides not only suggest how to use and adapt the pupil material, they also introduce the teacher into the thinking which lies behind its selection and interpretation.

Take the case of *Rivers in Flood*. This is a multi-media package which introduces children (aged 10 to 13) to two case studies of recent floods using text, slides and tapes. In it we have tried to capture children's interests by dramatic first-hand accounts of how the floods affected two small villages. We then explore the causes and consequences. Why did the floods occur, can we reconstruct this from the evidence, what factors affected their course and intensity, etc?

In doing this we are introducing children to the methodology of

modern geography, encouraging them to ask the sort of questions a geographer might ask, and giving them data from which to find some of the answers.

They are also given the opportunity to look at the problem on a variety of scales by studying floods on some of the world's major rivers, like the Rio Grande and the Ganges. In the case of the Ganges they are encouraged to reflect on the awful problem of countries trying to cope with massive floods with scarce and inadequate resources. They are also asked how people living on flood plains adapt to the threat of recurrent inundation—a problem that is occupying the minds of politicians and engineers, as well as geographers, because it vitally affects the lives of millions of people.

Implicit in all this is the belief that geography is what geographers do. It is an activity based approach and demands involvement on the part of the pupils. We think young adolescents ought to be actively involved in learning. The belief has been firmly strengthened by the experience gained in working with schools during the past four years.

2. For young leavers. By Trevor Higginbottom, project national co-ordinator, Avery Hill College of Education.

The Schools Council 'Geography for the Young School Leaver' project's strategy for dissemination and implementation is based on a three-fold approach: first, the publication of teaching materials which exemplify the project's philosophy and provide immediate practical support for teachers; second, the creation of local curriculum groups in every L.A. in the United Kingdom to provide a collaborative framework for teachers wishing to implement the project; third, collaboration with the examining boards to help schools wishing to develop courses and examinations relating to the published materials.

This strategy is now gradually being translated from theory into practice. As project national co-ordinator during the past year, I have been assisted at the regional level by 12 regional coordinators and in each L.A. by a local co-ordinator. A review of current progress raises several issues concerning the management of curriculum development in geography.

Many teachers have shown a willingness to attempt to implement the project's work in the classroom. By September more than 1,500 schools will be using the published materials. The key issue, however, is not how much material is being pur-

chased but how it is affecting teaching styles and pupil response. For example, does the individual teacher place more emphasis on objectives than on the resource items? Does the project create an identity crisis for the teacher with its emphasis on values and attitudes? Do the materials create flexible learning situations and encourage the teacher to adopt the project's philosophy with more able and younger pupils? We shall need to wait for the evaluators' reports before making any objective judgments on these matters.

The second element of the project's strategy has so far involved the formation of active local curriculum groups in more than 80 L.A.s. Group activities have focused particularly on the development of local resources and case studies relating to the published materials, the creation of further curriculum units, the preparation of syllabuses and assessment procedures and assistance with further dissemination at the local level. The teachers have emphasised that the benefits of this type of collaboration have been both psychological and pragmatic.

Progress in establishing local groups has, however, been slower than was originally hoped. One



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Acquiring concepts

On what theory should we build? asks Dr Spencer Thomas, Bognor Regis College of Education

Critics of the "regional" paradigm have been quick to seize on the intellectually stultifying effects of attempting a disorganized factual coverage of the world. Now the "concept" advocates are in danger of repeating the crime. In an attempt at concept coverage there is a danger that they will fall into the same snares as the regionalists and make the teaching as inhibiting as before. Concept skippers are every bit as wild as the regional process.

Concept acquisition is advocated as the process for all geographical facts. However, what is important is the way concepts are acquired. Failure to organize the learning in step with the emotional and intellectual growth of the pupils and to repeat the same ideas at a similar level of difficulty irrespective of their development invites dominating charges that all you do in an assessment is to ask the pupils to regurgitate facts about accessibility, connectivity, and the gallery of concepts since they will not have been taught to understand the concepts. If this is the outcome they will soon end up in the folklore of the discipline along with film winds, via coasts and five reasons for the location of the cotton industry, the validity of which to a 16-year-old's education was questioned by Peter Hall as far back as 1967.

But it is hardly surprising that teachers and lecturers respond in this way when the transition demands a dip in uncharted waters. In typical British fashion we jump in with both feet, ignorant of which concepts are appropriate at which level of schooling. We assume the concept is grasped the first time to enable us to move to the next, and so get through the syllabus. This encourages the memorization of the names of concepts instead of an understanding of them. Research is needed, but in its absence what follows is a suggestion as to how these pitfalls can be avoided by designing a curriculum around a limited number of key concepts. It is a general model of the levels of geography that seem suitable at each stage of the school. Ideally it should be the framework for an individual curriculum for each pupil according to his intellectual, not his chronological age.

Since some 80 per cent of the pupils live and attend schools in urban areas it seems appropriate to consider the seemingly straightforward concept of a town and its component parts. By what stages is it acquired? Mary, Mungo and Midge, a BBC programme, opens by showing a town with a commentary which starts "This is a town, a town is full of people." At the close of the introduction the presenters are asked, "Do you live in a town?" Unanimously they shout "No, in a house."

At this stage everything that happens in the past happened yesterday and everything in the future is tomorrow. Their perception of their neighbourhood is limited. How and when do they break through this barrier? When does the idea grow? This is why research is

needed. What is clear is that actual experience is vital. The boy's real experience to a pre-school child. It is familiar. It is not just a transitory event. Its daily presence is assurance to the child of its reality. Even at this early stage the child is able to articulate the idea the house is a concept which has been acquired.

The town is not so familiar. Going to town is not a daily occurrence. It is still an event. Pre-school children have had insufficient experience of the town to turn it into a concept. They are too young to arrange their experiences of the town into a concept of a town.

Translating the same principles to a more familiar level, one super or mega concept, central place theory, can be acquired as pupils mature. The teaching scheme is designed to provide each pupil with the personal experience (by field work, transparency, film, discussion, acting, games or other means) of the reality of certain events. For example a traffic count and a pedestrian survey are devised to assist the pupil to cross the boundary and count on a count into an event. In a classroom recently the pupils were told that vehicles and pedestrians concentrate in one part of the town in an expository manner reminiscent of the procedures the new approaches were designed to bring. In this way vehicle and pedestrian flows will remain just events. Something more is needed than mere exposition. That something more is experience.

The purpose of conducting the surveys is to enable the pupils to see for themselves, not to be told, that vehicles and pedestrian flows vary in different parts of the town and reach a maximum and to give their curiosity to inquire why these occur where they do. The significant point is that this does not necessarily follow immediately on the survey. The pupil returns to the idea later in the same year or the next when he is mature enough to understand the principle. With this foundation it is unlikely that he will be able to order his experiences to appreciate the relationship between the maximum concentrations of vehicle and pedestrian movements and the point in the town where land values reach a peak.

It is only in this way that experiences can be organized into a real understanding of the concept. Space does not allow further development of the ways in which concepts can be acquired. It is obvious that the addition of ideas such as range of goods, catchment areas, city regions, hierarchy provide the basis of an entire syllabus.

The progression from events and immediate experiences to classes of experience and relationships provides an opportunity to marry conventional and new methods of inquiry with a revitalized content in a conceptual framework. We must not fall again into the Parkinsonian trap of accumulating already bulging syllabus because of the preferences of the teachers, the supply of textbooks, or the false belief that we need to cover all the concepts by a particular stage in school.

own specific skills and concepts, and combining to examine different value systems.

Many suggestions are made about the precise role that both individual teachers and the discipline itself might play in such courses at different stages. These seem to be based on sound educational theory, although the middle school section might require some revision. Some of the difficulties of assessment of truly interdisciplinary studies are raised and are likely to stimulate lively debate.

This paper, then, is most welcome. It contributes to the process of re-defining geography in schools; encourages a more disciplined and a more truly interdisciplinary approach to the study of environment; and identifies a relationship between the two which could enrich teachers and students alike, and contribute to greater public awareness of, concern for, and involvement in environmental problems.

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The changing Third World

Nance Fyson, schools officer, education unit, Voluntary Committee on Overseas Aid and Development, suggests material that will help teachers present a more balanced, up-to-date view

"What is Africa, Asia, Latin America to you?" Put to a group of primary or even secondary United Kingdom pupils such a question is likely to evoke responses such as "jungle", "grass hut", "rice fields", "bananas", "supermarkets", "telephones", "supermarkets" would be unlikely—and yet these are certainly part of Africa, Asia and Latin America (the Third World) in the late twentieth century. A difficulty for geography (and other) teaching is keeping up with an ever-changing reality. It is all the more difficult when teaching about places "far-away". Use of the material for helping to show a more balanced, up-to-date view of the Third World is material produced in these places—often for use there.

Foreign newspapers require a bit of effort to obtain but can be a fascinating read. Letters to the editor reveal all sorts of local concerns (bad roads, the need for more public telephones in Accra, etc. etc. etc.). Advertisements, including those for jobs, also offer interesting insights—and show the modern side of these societies neglected in the textbook case-study of the cocoa farmer or rice paddy. High commissions in London usually keep papers for a short time only. A letter asking for copies (including the offer to refund postage) could be fruitful.

Another source of foreign papers is overseas students at a nearby university. Another, more direct approach would be to write directly for sample copies again, offering to refund postage. Some newspapers especially useful for schools here are:

Africa: The Mirror and The Daily Graphic, PO Box 742, Accra, Ghana. The Nigerian Tide, 4 River Road, PMB 5072, Port Harcourt, Nigeria. The Mirror, 10, Kileleshwa Road, North Rise, PO Box 1005, Nairobi, Kenya. The Economic Times and Publishing Co Ltd, 9 Wickes Road, PMB 1129, Enugu, Eastern Nigeria.

Latin America: Sunday Argos, La Penitencia, East Bank, Demerara, Guyana. The Daily Gleaner, The Gleaner Company Ltd, 7 North Street, Kingston, Jamaica.

Asia: The Patriot, Link Building, Beahab Shah Marg, New Delhi, India. The South China Morning Post, Tong Chong Street, Hong Kong. The Statesman, Statesman House, Chowringhee Square, Calcutta, India. The Hindustan Standard, Calcutta, India.

Another type of material from the Third World which is useful in United Kingdom geography teaching is booklets (and visual material) used to teach about nutrition and health. A range from Africa is stocked by VCOAD and includes such items as the Guide to Health (Malawi) and the ABC of Nutrition (Zambia).

Illustrated booklets, posters, filmstrips produced by Africans to teach other Africans good health and nutrition include simple advice about cooking local foods, what to feed children, how to avoid such diseases as malaria and how to grow maize near the house. These offer a useful and somewhat unusual view of prob-

lems—and also what improvements are being attempted through education.

Third World literature can also be helpful by showing some of the conflicts and tensions, especially current in these societies (the pull to the cities or conflicts between "traditional" and "modern" life styles). The East African Publishing House (10-11, Distribution Department, PO Box 2072, Nairobi) and the Ghana Publishing Corporation (Publishing Division, Private Post Bag, Tema, Ghana) are two of a growing number of sources of such material. An example from the Kikuyu catalogue is *Botha Goes to Kikuyu* which tells the story of a village boy visiting the city for the first time.

Orbit is yet another type of Third World material available to United Kingdom schools. The magazine, produced in Zambia for Zambian teenagers, has a lively, colourful format with information, stories, things-to-do. What better way to show the interests and concerns of young people in another part of the world? A six-monthly subscription costs 65p from the Orbit Education Department, 274, Banbury Road, Oxford.

Also from the Third World, yet produced largely for export, are handicrafts. Oxford Shops throughout the country and a variety of goods (woolen, wooden, rice). A mail-order catalogue available from Helping by Selling (Oxford) is itself an unusual teaching aid—what locally available materials go into these products?

Handicrafts are a good lead-in to an important type of Third World teaching material—actual commodity exports. Up to now, geography teaching should only be taken a hard look at the difficulties of these countries in world trade. Third World countries are increasingly banding together to seek a better and more stable return for the commodities they supply. The success of OPEC in oil prices is mainly the result of the growing political unity of its Arab members. There are fewer similarities among the nations that control most other mineral resources, but many are making determined efforts to raise their return from commodities supplied to countries like Britain. Some examples...

The seven large banana exporters formed the International Banana Association, immediately thereafter, Jamaica forced a 20% increase in its earnings from sale of the aluminium ore, Guyana, one of the AWA nations, suggested setting up of a "banana unit of currency" to avoid the effects on producers of devaluations by industrialized nations and fluctuations in foreign exchange.

Site leading phosphate producers acted together to triple prices. Phosphate is a major ingredient in the making of fertilizer and detergents.

The Chilean Government announced that they would close one of the country's five major copper mines for six months. The decision, designed to cut Chilean copper production by 10 per cent, stems from a recent agreement by the Intergovernmental Council of Copper Exporting Countries to control output more closely in order to halt the downward trend in cop-

per prices. The council had not been able to agree on combined actions until recently. The copper group may get financial help from OPEC itself.

The Latin American banana producers have organized the International Organization of Banana Exporters and raised prices substantially through joint imposition of export taxes which buyers must pay.

Latin American cotton producers threatened to cease all sales in Japan, unless the Japanese agreed to double the prices, which they immediately did.

The leading coffee countries formed "Café mondial", and have established effective control over the world coffee price. They were so confident of success that they let the International Coffee Agreement, which they had previously felt necessary to secure the co-operation of the consuming countries to stabilize prices, expire. Coffee is the second most heavily traded commodity in the world.

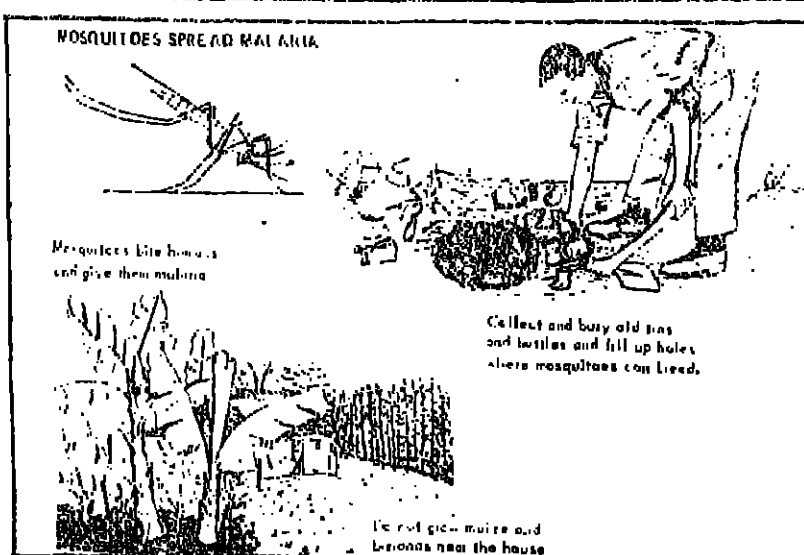
The producing nations in the International Tin Council are seeking an increase in prices between 30 and 42 per cent.

Ministers and high officials of 12 iron ore producing countries held private talks on how to coordinate policies, including a proposal to create an "exporters' cartel" but some nations are hesitant about joining an organized front for fear it might hurt their cause in the end.

Exporters of mercury have been meeting regularly.

The four largest tea producers have tried to coordinate marketing and production quotas.

A number of other commodities for which similar co-ordination is being sought.



Sketches from a page on how to discourage mosquitoes and avoid malaria, from a Malawian "Guide to Health and Good Food for the Family" (1974), one of a range of Third World materials from VCOAD.

class discussion arise from all this, such as: Do countries have the right to call natural resources (minerals, etc.) that fall within their geographical territory "theirs"? Do they have the right to tell the rest of the world how much they can have and at what price? What about goods a country grows or produces (cotton, coffee, etc.)? The industrial countries are nervous about growing Third World unity on various commodity issues and regard these cartels as a "threat". How does this fit with all the fine words the rich countries speak about "ending world poverty"?

Groups of pupils might each choose a commodity and find out from newspaper reports, etc. what difficulties the producers face and what they are trying to do to improve their position. A simulation might involve a confrontation between producers and buyers—each arguing to get the best deal (what of arguments would be used in real life?). Oxford have a free descriptive paper for a "trade game" available by 14-year-olds up to 16-year-olds.

which people take the part of consumers, traders, and retailers of a commodity such as bananas, sugar, or coffee.

Using what comes from the Third World is not only a good way of showing the changes (for example, rapid urbanization) and worries (food shortages) which are absorbing these societies. Using what comes from the Third World can also help to emphasize the substantial and multi-sided relationship between "them" and "us". What food we eat, what prices we pay for commodities affects the lives of people "far away". (See *Things to Come: The World Food Crisis*, VCOAD, 40p; also free fact-sheet *Food Facts No. 12: Sources of Supply for Food and Feeding Stuffs*, from the Ministry of Agriculture, Fisheries and Food.)

VCOAD (Voluntary Committee on Overseas Aid and Development) is a coordinating agency for the major overseas aid charities. Five lists of materials available, including teachers source book, from Peter Haddon, 25 Wilton Road, London SW1.

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The two faces of FE and HE

1. David Cooper, Luton College of Technology, sees a decline in professional courses and the failure of geography to impress the business world.

Decision time is approaching for non-geographers in further education. They must decide whether to participate in the restructured courses coming from the business and technical education councils or to accept an educational role which is more purely academic.

Numbers of pupils taking GCE O and A level courses have increased in some areas where colleges have been an alternative to school. In other areas, particularly those with sixth-form colleges, entry to further education colleges offering similar full-time subjects has been restricted to the 16-plus age group.

The demand for part-time courses for GCE qualification has also declined. In a time of financial stringency local authorities look chiefly at employment to decide the viability of courses, and GCE courses have not been spared.

More disturbing is the decline in the professional courses and the failure of geography to make an impact in the business world. The message of the new economic and social geography which has been resounding in the universities is not being heard in the houses of commerce and industry. Geography is not a local science in those places but a nice descriptive account of what goes on where, or plain, what is where.

After 20 years of analytical geo-

graphy, this is not a satisfactory state of affairs. What von Thünen, Hoover and Lorch state is relevant to the location of modern economic activities. Christaller is a basis of regional planning in Europe, Burgess and Hoyt are relevant to understanding our cities, and systems are part of our everyday life, even if we do not speak of them in these terms.

Students entering the colleges from the most "progressive" O and A level classes may know of them but by no means all students appreciate their real-life application. The colleges with their commercial and industrial links are extremely well placed to teach this geography.

The danger is that they may not have the chance to do so. The professional institutes, for so long the backbone, are gradually withdrawing their support from geography as they revise their syllabuses or their membership qualifications. The Institute of Marketing has withdrawn economic geography from its Part One examination and left one small section in its final paper which can be construed as geographical. This, for a subject which can teach market centres, distribution systems, and perhaps less frequently trade, seems ludicrous. Similarly, the Institute of Bankers is phasing economic geography out of its course.

Continued opposite

2. A more cheerful picture of increasing popularity at degree level—where the alternative are many—is presented by J. P. Carr, principal lecturer, Middlesex Polytechnic

In the present academic year, the number of applications for degree level courses in geography suggests that the recent steadily increasing demand for places is continuing. While much of the demand conforms with the general increase in competition for places in higher education, particularly in the social sciences, the growing popularity of geography is most marked and not easily explained.

Discussions with geography students indicate that greater public concern for the environment is having some effect, widening school leavers' perception of geography as a subject directly concerned with such matters as land-use, possibly to active roles in the analysis and solution of socio-environmental problems. A further factor influencing choice is a greater familiarity with those professional geographers whose public concern for the environment is reaching a much wider audience.

Increasing demand is all right for the schools of geography, but it might be unwise to assume that public interest in the subject is universal. Restructuring of the subject to increase its capacity for dealing with crises of environmental exploitation.

Although geography in the universities has not expanded enough to meet the demand (and many of the newer universities do not even offer the subject) significant and rapid growth has occurred in some polytechnics and colleges of technology where there are more than 20 degree courses and well over 2,000 students pursuing programmes in which geography features as a major or minor subject. It would be wrong to see this growth as dependent on the

apparent inability of the universities to absorb more geographers, for in many polytechnics and colleges the subject is long established. Some courses were flourishing before the Council for National Academic Awards began, having their roots in the University of London external degree system.

For the prospective student, polytechnics and colleges offer a wide range of opportunities. As well as direct specialization in geography, there are also geography components in other courses. With such a rich variety from which to choose, it is advisable for applicants to write to the relevant colleges or polytechnics for as much literature as possible if an informed choice is to be made.

This variety is principally the result of dissimilar patterns of institutional growth and the circumstances under which geographers have participated in course development. Where concentration has been on separate or joint honours degrees, changes have been largely internal to the established pattern of geography. "Modernization" may well have occurred but perhaps without substantial movement from the status quo. Although some of those geographers involved might have wished for a more radical posture, there can be no doubt of the market attractiveness of the orthodox honours degree course.

Such courses are available at the polytechnics of Kingston, North London (jointly or jointly with history), Portsmouth, Plymouth, Lancaster, North Staffordshire, Middlesex (jointly or jointly with economics) and Cambridgeshire College of Arts and Technology (single or joint honours).

Although the Ordinary National Certificate route to membership will still continue.

Without this professional inclination interest in the subject of geography is weakened as other subjects gain. Geography has no modern representation on the Technical Education Council and its interest may well be confined to Programme Committee B's responsibility for can geography, planning and land use. Such restriction is tragic when, in 1974, the Survey of the Technical Education Council's approach to General Studies emphasized the importance of geography. If there is nothing else that geographers contribute, this is a topic in which they have real expertise.

Geographers have long treasured the liberating value of their subject. There is an opportunity to broaden the student's mind by valuable technical material, especially to those who will become the lower and middle management grades. It is imperative that representatives of the teacher of geography insist that they are not to be the business and technical education councils.

If they are unable to persuade the councils and their programme committees that geography is vitally important in most of the courses, the size of the groups taking GCE A level and university level courses encourages the belief that students do not regard geography as irrelevant to their interests and needs.

Continued opposite



College geography students on a visit to Luton airport. "Networks and systems are part of our everyday life."

Continued from opposite page

structure and support, the future will be bleak. Some colleges may look to the Diploma of Higher Education as the route to salvation. Although there is the possibility of some expansion of work here, the areas whence many present-day students are drawn will remain uncovered. There will be no geographical education for the 16 to 18 and 18 to 21-year-old non-academic. Little research has been done on the construction of geographical courses for these students but we are convinced that the subject can be made interesting and valuable for them.

The size of the groups taking GCE A level and university level courses encourages the belief that students do not regard geography as irrelevant to their interests and needs.

Continued from opposite page

total commitment to planning, career courses are available at the polytechnics of Liverpool, South Bank, Brent, Lancaster and Oxford. They last four or five years.

At Middlesex Polytechnic, within the social science degree course, geography is used as a foundation during the first two years for ultimate specialization in planning studies. The third year is spent outside the polytechnic working not only in local government planning departments but also in such diverse situations as the Gypsy Council and the Dartington Ancestry Research Trust. Although unrecognized by the Royal Town Planning Institute, it is arguable that an integrated course in social science with strong geographical components and which focused on public policy provides a more relevant undergraduate basis for further work in planning and environmental management generally than a conventional single honours course in geography. For the student

The danger is that syllabuses will be designed by those whose geographical education was completed before 1960, and whose concept of geography is remote from the modern subject. The colleges contain many young, enthusiastic lecturers who can provide the courses. Unless collective voices are raised, individuals working in ones or twos cannot offer decisions made at much higher levels, outside and inside their institutions.

The geographers failed to make an impression as the industrial training boards were established. Failure now might not leave them with another chance in technical education.

(The views expressed are those of the author and not necessarily of Luton College of Technology.)

Computing for geographers

Jenny Lewis, Chelsea College, and David Walker, Loughborough College of Education, write about the Schools Council's "Computers in the Curriculum" project

In the relatively short history of geography as a school subject there have been two major revolutions, each supported by new techniques and methods. The computer will be seen to be at least as important a resource for the revolution of geography from the revolution of the 1970s as visual aids and field work have been for the teaching that emerged from the revolution of half a century ago.

Any viable school subject needs clearly defined aims and must develop teaching models on which to organize its concepts and content in order to achieve these aims. Herbertson's model of the natural region and Davis's model of the cycle of erosion provided two key models for teaching the geography that replaced the factual learning of the capes and bays variety.

In time aims change as the interests of children and of society change. The increased emphasis on the processes involved in the relationships between man and his environment, both natural and man-made, raises many problems (phenomena) in which we are interested and which we would like to be able to explain. In attempting to solve such problems geographers have developed, or borrowed, a whole range of techniques which are now finding their way into the schools.

In the matter of games and simulations, perception studies, spatial and statistical analysis, it is not always clear that what is being developed is a new teaching model (for school geography), which uses the scientific method of inquiry. Problems are first identified, tentative explanations formulated, and predictions made from the explanation which must be compared with reality to evaluate the usefulness of the explanation.

In geography, theory will not get a high level of explanation because of unique features and the effects of individual decision making, but the theory provides a starting point from which to examine the exceptions.

Many theories are in the form of mathematical models. The comparison of the predictions of these models, the collecting of data against which to test them and the actual testing process all involve the geographer in major tasks of data handling and computation. Much tedious computation is involved with the playing of operational games to illustrate the effects of the decision-making process and in the processing of responses to perception studies. It is not surprising that the introduction of the scientific method into geographical research has been associated with very considerable use of computers.

Although many teachers are enthusiastic to introduce the new scientific model for the teaching of geography, use of manual procedures for computation either wastes an inestimable amount of time or seriously limits the scope of the teacher, or both, and this applies whether the class is trying to develop theory themselves, or as is more often the case, seeing if established theory provides a useful level of explanation in their town or for a country that they are studying.

At the same time it will provide a framework for analysis of different processes operate. To achieve its full potential geography will need to use the computer as a classroom resource so that the pupils can concentrate on the important issues of problem identification, suggestion of explanation, and of interpreting the results of tests of the predictive power of the model.

Many establishments have tackled the problem of producing computer based material, and the Geographical Association may be setting up an information and support system for computer assisted learning materials. The Schools Council Project "Computers in the Curriculum" has worked on the principle that the people who really know what is needed in the classroom are those who are actually teaching.

Kent, Clwyd and Hertfordshire I.E.S.s have teachers released from varying amounts of their normal timetable commitment to help in the production of materials. These teachers are all geography specialists and rarely have any formal computer background. Programming expertise has been supplied by specialists attached to the groups. All units will consist of students' notes, teachers' guide and associated BASIC programmes. Teachers have been free to choose any area of an existing syllabus to develop into a computer-based unit.

Development has been fairly slow, as it took some time for the teachers to appreciate the problems and advantages of computer based material. The topic areas which are being developed are population studies, gravity model, nearest neighbour analysis, breakpoint, farm games, network analysis and a railway game. The work of the teachers is approved by a panel of geographers before it is sent out for trials.

Further information: Jenny Lewis, "Computers in the Curriculum", Chelsea College, University of London, Bridge Place, London, SW6 4HR.

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Pragmatism at Northcote

David Jones, head of geography at Northcote High School, Wolverhampton, writes on growth and adaptation at this industrial neighbourhood comprehensive



First-year class in main geography room. From September first years will follow a new integrated course focused on the understanding of human society.

Possibly the chief characteristic of schools in the last 10 years is the way change has become routine. This school has changed from being a bilateral to a neighbourhood comprehensive and almost doubled in size in six years. In 1974 it acquired an annex when a small secondary modern school was closed and staff, pupils, and buildings became part of it.

The number of pupils requiring remedial teaching has increased at a greater rate than the increase in the size of school and the bulk of the school population is below average in ability. In theory, it would be possible to argue that there should be no pupils doing O level, let alone A level, but both are done, with far-sized groups in some subjects. The staff has doubled in size, giving an impression of a great turnover, but in fact most senior staff have been in the school for some time, and now that we have the SPA allowance staff movement should drop.

As usually happens when a school gets more pupils, the number of rooms does not increase at the same rate. There is always great pressure on space and in geography we have no more specialist accommodation than we had when the school was half the size. However, the space we do have is used fully, and almost all teaching of the subject is done along one corridor. Materials can be moved or room changes arranged easily. Although there is no geography room in the annex, all our materials are kept in the form room of a member of the department.

In this setting, then, what is geography teaching like? It is probably not much different from the geography teaching in any school with good resources and with a department in touch with new developments in the subject. Our scheme is based on the view that the understanding of ideas comes before the learning of facts, and most of the work we do would certainly be classified as 'new' geography. (Since it is no longer new, I wish someone would think of a different term.) We rely mainly on material we write ourselves and that produced by the Birmingham Geography Teachers' Workshop.

People who hate bits of paper should remember that worksheets provide pupils with a guide to their work which can include the use of tapes, slides, books, maps and television, and that the worksheet is not all that the pupil uses. Since we are continually introducing changes as we get new ideas, the syllabus never settles to a completely permanent form; I think I would be worried if it did. Even individual exercises rarely survive unchanged. A few may last a year or two without major alteration but most do not last as good 12 months later as they did when they were first produced.

In any case, revision is not a big problem as the department works together. No one prepares anything simply for individual use unless it is an experiment. Most preparation is preparation for the rest of the department.

Although some people prefer to prepare separate material for less able pupils (and, strictly speaking, that covers most of ours) we usually write work units which incorporate the key ideas in a fairly simple form in the first stages and then develop the ideas further in later stages. We do not expect all pupils to complete

all the work but at the end of a section of the scheme even the least able has an understanding of the main ideas, albeit in a simple form. From this it is clear that work is basically individual although in class lesson still has a place, even if it is a small one. That, in fact, is how geography is organized and how geography groups are organized in the fourth and fifth years, but the second and third years are handled for all subjects.

Since there are only two or three textbooks which we would consider using on a large scale, it is fortunate that we have excellent photographic facilities, and recording and playback equipment for radio and TV. We are finding now that while we have no shortage of resources we have little time in which to turn them into teaching resources, so that the set of slides taken last summer are

never turned into that brilliant multi-media teaching unit.

The bulk of our fifth years take the Mode 3 CSE which is now a slightly dated 'new' geography scheme about to undergo revision, although still more in keeping with recent thinking than the Mode 1 syllabus which could well have been written 40 years ago. The small numbers taking O level reflect the ability range in the school, and the decision as to which examination pupils take is often delayed until well into the fifth year.

In practice, the actual examination taken is irrelevant. They all follow a course at the end of which they sit whichever examination they are most suited to. Sixth-form groups are small, and even if they do have less teaching time than in schools with larger sixth forms,

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Recent developments at Eton

Tom Holden, head of the geography department, describes how A level syllabus, ample resources and exceptionally well qualified staff have fostered what is now accepted as a respectable academic discipline

More than 150 boys now study geography in the sixth form at Eton. Growth in this, and the acceptance of the subject as a respectable academic discipline, has involved a long and tough struggle since 1961, when the first geography graduate was appointed to the teaching staff.

There are now six geography graduates teaching in the department, which is sited in a block of adjoining rooms. This arrangement is particularly suitable for modern changes necessary for specialist requirements. Incorporated in the block is a periodicals reference room, a small meteorological recording station, and a well equipped lecture theatre.

Each master has his own overhead projector and access to a number of resources officer for the preparation of transparencies and slides. The department also possesses a 16mm sound film projector and slide and strip projectors for use in all rooms. Video-tapes can be recorded, and phonograph and duplicating facilities are readily available. Meteorological recordings are taken by boys on the tower roof above the department. Although this is not an ideal recording site, it is valuable as a teaching aid.

This equipment has greatly contributed to the smooth running of the department, but perhaps of even greater value has been the establishment of a specialist geography library within the department as a complement to the geography section of the school library. About 2,000 texts are supplemented by a 'pool', which contains sets of basic texts for issue to forms, while books for use in data quickly are held by boys. A second year sixth form candidate can thus expect to have a small library of geography texts at his disposal in his own room.

Visual series

Visual Geographies Unit One: Great Britain. 08 016095 6. Unit Two: Australia and New Zealand. 01 6639 3. Unit Three: South and Central America. 0170544. By E. M. L. D. Poxon. Pergamon. 70p each.

The first unit was originally published in 1972 and the two latter units in 1974. The series is designed to appeal to a wide age-range and to act as a foundation course in geography as well as a source and starting-point for project work. In both respects they are well fulfilled. The books are excellent to handle and to use. They are very well and intelligently illustrated with a splendid clarity and arrangement of text and diagrams. Exercises are clearly and logically numbered and, in fact, little actual narrative text is given as usually questions bring out the main points from a galaxy of illustrations.

The clever use of unusual titles, contemporary material and related sketches gives the series a rare quality in which emphasis on people living in contrasting environments figures most prominently. One good example of this is the chapter on the mountain Indians of South America. The authors include reference to problems also in their texts, particularly disasters, so that at no time is a false sense of a primitive Shanghaï suggested as it often is in books about the peoples of the Southern Hemisphere.

Practical and well-worked out sample studies are included in all three books. One of the best is 'Living in a Market Town' in which an accurate and carefully illustrated study of Melton Mowbray allows the reader to find his way around the town very well. However, it is the frequent use of small studies such as that of the island of Nevis and Huncwys in the Andes rather than the large, in-depth study which is the successful feature of the series.

It is a pity that the books lack a simple index for reference. This would help during searches for project material from the books. Also, a conclusion would be helpful in each book: at present they just end without any attempt to review what has been dealt with or to look at the future. However, it is a pleasure to recommend this attractive and important series for use most especially in the middle school.

Brynn Whites

At sixth form level, there are seven 45-minute periods, plus three preparation hours a week. Two masters teach each form every term, one four times each week and the other three times. As at O level, this ensures a maximum involvement. Without doubt, the far-sighted syllabus for A level produced in 1967 by the Oxford and Cambridge Board did much, by its analytical approach, to stimulate interest in the subject at Eton and to banish many of the preconceived ideas that senior colleagues held of the despatch of boys and boys' image. It has proved a valuable ally in the task of convincing house masters, who greatly influence the boys' choice of A level subjects, that it is a course worthy of being followed by an intelligent candidate.

In demand for detailed analysis of many case studies in a variety of scales has done much to stimulate local project work and has indicated the essentially practical aspect of the subject. This relevance to the contemporary world has enabled new methods of data collection to be introduced with exciting results and these quantitative techniques are now a routine part of the syllabus.

A wide choice of subjects is available for combination with geography although the course content increasingly favours those with leanings towards economics and maths with statistics. Certainly, the result has been a much more balanced intake of boys and an improved level of motivation, thus allowing for more rewarding and valuable exercises to be undertaken.

At present the syllabus is divided as follows:
First Term: Physical I (Processes and Human I (Theoretical).
Second Term: Bi-Geography I (Processes) and British Isles I (Systematic).
Third Term: World Areas I (Theoretical and Human II (Applied).
Fourth Term: Physical II (Landforms) and British Isles II (Regional/Field work).
Fifth Term: World Areas II (Continuing Regional) and Bi-Geography II (Analysis).
Sixth term: Applied geography and co-ordination.

A local survey project is undertaken by all boys and the ensuing oral examination by the visiting examiner is considered to be a most valuable exercise. With the move towards projects of a more detailed and analytical nature, it is to be hoped that, in future, they will carry greater weight in the final grading of candidates.

More boys now remain after A level to take the Oxford and Cambridge University entrance examination and an increasing number pass awards and places.

Results at O level have been heartily above the national average pass rate, in spite of the drawback of only one year's preparation. At A level, it has been particularly pleasing to record a 94 per cent pass rate over the past three years, with over 40 per cent gaining A or B Grades.

Our present concern is that boys do no geography during their first two years at Eton. This will be partially rectified in September when a number of boys in their second year will be allowed two periods a week of geography. It is hoped that future curricular changes will enable all boys in their first year to have a similar opportunity. A longer term aim is to attract more of the best brains in the school towards the subject. In September, the first king's scholar to take A level geography will be starting the course. A great deal has been achieved over the past 15 years, but it is an exciting prospect for the future that there is still so much that remains to be accomplished.

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Mystery trip: an examination with a difference

by Philip Sauvala

At 9 am on Thursday, May 9, last year, two dozen second-year students at Charlotte Mason College of Education, Ambleside, Cumbria, boarded a coach for a mystery trip. The occasion was the annual practical examination for the geography section of their environmental studies course. This aspect of their work was described in the syllabus as "Practical geography" and I felt that an examination in the field was an appropriate test.

As soon as they were all aboard and the coach on the move, the destination was announced, and the exam papers handed out. They read as follows:

"The coach will arrive in Appleby at approximately 10.30 and will remain in the bus park until departure time at 3.30. It may be used at any time as a base for writing up your work. You may present your answer in any form you wish although most

people will probably wish to present their work in the form of two or three pages of notes, field sketches, field maps, together with a coherent summary of the field evidence supporting the answer to the question. Note that the key phrase is 'field evidence'—research in the local library or conclusions taken from a guidebook are not appropriate to this particular examination. All work must be handed in not later than 3.30 before the departure of the coach for Ambleside.

Either, (a) Describe and try to account for the position and growth of Appleby, or (b) What are the distinctive characteristics of Appleby as a town?"

The students were not geographers in any strict definition of that term and the questions were framed in such a way as to permit many different answers, as befitted an environmental studies course which was essentially open-ended.

The idea of a practical exam in the field was not new and had been pioneered several years earlier by a former colleague in the ecology section of the course. One of the advantages of working on an integrated course cutting across subject barriers is this freedom to adapt an idea initiated in one area to serve other ends. In this case, the working philosophy behind the practical examination in Appleby was that potential teachers will in time have to plan and organise field trips and excursions for children. In that situation they will, if they are wise, make a preliminary reconnaissance.

The object of the practical examination was to provide just that sort of experience, allowing only a limited length of time for such a preview. In fact a later exercise on similar lines took the same students to the centre of Preston to plan an environmental walk for a class of children. The students then were able to select and specify the age and ability of the class of children they were planning the walk for.

The administration of the practical examination was relatively simple and the investigation a positive pleasure. The most important precaution was seeking the cooperation of the coach operator (and the driver) in allowing the coach to be used as a mobile classroom, open and available in a central place at any time between 10.30 and 3.30 for students to come in and write up the results of their field work. As it happened, the sun shone gloriously in Appleby on that day and many students sat on benches or on the grass to record their field observations. Even so the practical examination would, and

could, still have taken place had there been heavy rain.

On arrival in Appleby, the students were provided with clipboards and paper. It was emphasized that the work would have to be handed in before the coach left for Ambleside on the return journey. This was experience speaking, for a similar practical examination in Preston the year before had had no such embargo on writing up, but with the coach in motion and a hot sunny day the effect of the undulating road back into the Lakeland had predictable consequences.

The evaluation of the work done for the practical examination lay within the continuous assessment part of the course, as opposed to examination work conducted within the strict terms of reference of such an exam. In practice, many students went round Appleby in pairs and threes, not infrequently tackling different questions or different aspects of the same question. Certainly the results showed that there had been little or no plagiarism. Each student completed (or nearly completed) the exercise by 3.30 in a highly individual way.

The examination, like any good test and unlike the conventional essay, discriminated between excellent and poor. It placed a premium on keen first-hand observation and on the ability to communicate this in a clear and concise way. It required a certain amount of organization and the ability to work under pressure. It also required a certain amount of imagination and the ability to think creatively. The examination was a success in that it provided a realistic and challenging experience for the students and a valuable opportunity for the teacher to assess their progress.

The idea can obviously be adapted for use with children at other levels of ability. The important distinction between this and any other field trip is the fact that at 9 am the students did not even know where they were going, let alone the type of question they would be called upon to answer, and before they returned they had to hand in their completed work. In this way, as with any examination, they had to produce their answers within a set timespan with little or no reference to printed sources of information.

Near and far

New BBC series for primary schools

Up in a helicopter the ground below begins to look like a map. Few youngsters can ever be introduced to the idea of map-making by taking a helicopter trip. But it can be done through television. Looking down from the cockpit of a helicopter, the mouth of a river can suddenly make sense of terms like erosion and siltation. The new BBC series, *Near and Far*, for nine to 11-year-olds, exploits the way television can give a new view of the familiar.

Recent trends in the primary school have meant that there are fewer of the traditional geography lessons. Yet teachers still feel a need to develop simple geographic skills and concepts and to give primary school children some idea of what life is like in other countries. *Near and Far* has been devised to meet these needs. The units of geographically based programmes can be used in a variety of contexts by specialist and non-specialist teachers alike. Robin Gwyn, the producer, says: "We have tried to provide a flexible resource that can be integrated into topic studies or used on its own."

"The Street" is a unit that could be the starting point for a local study. How many children ever realize what might link them, that electricity and telephone services are carried underground? The television cameras explore every street and reveal one secret after another. While these autumn term programmes concentrate on the immediate environment, those in the spring term look further afield to life in India and Ceylon. A primary school in the Himalayas, a visit to a tea estate, the Festival of Light in Delhi are some of the vivid sequences included. Equally vivid is the treatment of earthquakes and volcanoes, in a "Catastrophe" term unit.

Near and Far can be seen on BBC 1, *Near and Far* on 10.25 to 10.45 on alternate Thursdays, starting on September 25, 1975, and repeats will be screened from 2.18 to 2.38 on alternate Mondays, starting September 29.

New books: maps, a handbook and a gloomy look at the weather

The Use of Maps in School, by J. C. Bantley, W. A. Chilton, R. A. Goodenough, R. R. Price, J. M. Ratcliffe. Blackwell £1.50. 0 631 94270 X.

Language of Maps, by John G. Wilson, Schofield and Sims £1.15. 0 7117 1034 4.

Map Skills and Techniques: A Quantitative Approach, by Peter H. Bunting and Leslie A. Hunter. Oliver and Boyd. 55p. 0 05 002845 6.

Techniques in Map Analysis, by B. D. R. Worthington and Robert Carr. Macmillan Educational £2.75. 331 14531 4. 11.95 paperback.

Recent months have seen the publication of four new texts on map-reading skills, each of which, in one way or another, reflects changes in approach to map work. A map is a data store and it is welcome to find that in the days of quantification and computers, teachers are still very much concerned with this most fundamental geographical tool.

The Use of Maps in School is published in Blackwell's Guides to Teachers series, and has been written to help those teaching in primary schools. It gives helpful advice to those who wish to develop a spatial sense in children and to introduce them to the world of maps. When the Ordnance Survey train their land surveyors, they are concerned that they should develop "ground sense", an ability to feel for the relative spatial positions of objects on the ground. This spatial sense is a parallel to numeracy and

Handbook for Geography Teachers, M. Long (Editor). Methuen Educational Ltd £6.50. 0 423 88830 7.

This is the sixth—and a completely new—edition of the pre-war Goldsmith's College *Handbook for Geography Teachers*. The new edition, edited by Mrs M. Long, although preserving the original objective, is greatly expanded and incorporates much new material and many new features. It is also a remarkable comparative effort by the editorial board of seven recognized contributors of articles and 73 book reviewers in the production of the *Handbook*.

It is difficult to cover the *Handbook* adequately in the confines of a short review since over 100 topics of importance to the geography teacher are dealt with in the 724 pages. The topics are grouped together in nine sections, however, and these indicate the scope of the publication.

The first section covers the teaching of geography from primary through to sixth form level and also includes contributions on environmental studies and integrated studies together with the teaching of geography by geographers. Section II deals with Outdoor Geography and includes chapters on fieldwork in both urban and rural areas at home and overseas. Field centres in the United Kingdom are also listed. The

The Weather Machine and the Threat of Ice, by Nigel Calder. BBC Publications £3.25.

This is a member of the new breed of books based on television programmes and as such we can assume that it is intended for the intelligent layman as well as being potentially useful in schools.

Nigel Calder is to be congratulated on writing a well-produced book, which has a style which makes reading easy, and is copiously illustrated both in colour and in black and white. The numerous diagrams and photographs result in a text of only 93 pages but within this the author manages to convey his ideas. Unfortunately there is a pronounced lack of coordination between the diagrams and the text so that either could be looked at independently.

The book is divided into three main sections although, as with most scientific interlinking, the first section is called "Change in the climate" which instances some examples of changes in climate in the last 100,000 years. It also includes some of the general principles of atmospheric circulation which eventually determines the climate on the ground. The second section is on "Climate and effects" outlining recent

literary and can be fostered in the primary school child by encouraging his powers of spatial observation. Through this he can develop an understanding of maps and vice versa.

The book starts at the most elementary level with suggestions for mapping the classroom or school before introducing the more formal maps on maps and aerial photographs. The early introduction of aerial photography into the discussion is most welcome and to be encouraged, for it is the basis not only for map making, but is an invaluable tool for stimulating interest and excitement in developing spatial awareness. The text also outlines uses of maps in environmental studies, such as historical documents, and the use and problems of wall and atlas maps. It is a useful little book full of suggestions for stimulating children by trying to show that map work can be a form of adventure and discovery.

Language of Maps takes the "new" into the Ordnance Survey 1:50,000 and to a lesser extent, 1:25,000 series and is concerned with developing map reading skills "to the degree demanded by the lower level of public examinations". A language is a method of expression which has a form and structure and which may be used to communicate facts or ideas. To communicate the study of the language of maps is concerned with the grammar and rules of graphics and perception so that methods of communication of spatial information through the use of symbols may be

third section naturally turns to Indoor Geography and introduces the use of the geography room, atlases, Ordnance Survey maps, audio-visual aids, photocopies and duplicators.

Section IV expands on the use of atlases, globes and maps and details the great variety of topographic, geological, historical, pedagogical and land utilization maps now available for both home and overseas study. Section V covers general advice and also includes contributions on teaching geography in the Central Office of Information. Section VI logically continues with geographical societies and museums. The remaining three sections are concerned with geographical books at the primary, secondary and sixth form stages, together with books specifically for the geography teacher. Well over fifty publishers are now producing books for the geography teacher and the great profusion of material available is reflected in the book entries, which exceed three thousand. Almost every entry has a brief descriptive review informing the teacher of the exact content of the book and the way in which it has been grouped into fifty sub-sections so that one can rapidly locate a text to match any teaching situation. This *Handbook* is so comprehensive it is obviously destined to become a basic working tool of the geography teacher.

W. G. V. Hulchin

made more efficient. The title of this text is therefore misleading in that it is concerned not with language so much as with reading, and not with maps in general but specifically with Ordnance Survey topographic maps.

The difference between this and other similar texts on map reading is that it concentrates on the New Ordnance Survey 1:50,000 of which 23 extracts are shown. The maps are, in places, accompanied by oblique aerial photographs, a number of which are printed to match the orientation of the maps of the identical area. Since the photographs are in many cases high oblique, that is they show the horizon, the result is that where the camera was pointing south, the photographs are printed upside down which visually is most confusing from a photo-interpretation point of view. It would have been better to print the maps upside down, or better still to have obtained photographs which naturally matched the orientation of the maps. With this reservation apart, the text is a satisfactory description of basic map reading skills which will help those who wish to learn to read the new national map series.

Mapping Skills and Techniques—A Quantitative Approach has altogether a different flavour and appeal. It is designed to introduce the young geographer to elementary aspects of some of the quantitative mapping techniques which have become so much a part of geography. It assumes an understanding of map reading including concepts of scale, orientation and coordinate systems but provides a chapter on basic skills to ensure that the student will understand what is to follow. There is a chapter on elements of relief which examines methods of estimating heights and slopes from contours and of determining various indices whereby the physical relief of an area may be classified. This is followed by a chapter on area, shape, and correlation.

where again simple indices for describing, for example, the linearity of a pattern or area are introduced. There is a useful chapter which introduces ideas on topology which are then applied to simple network analysis. There are also sections on distribution patterns and point sampling which are unnecessarily facile and a section on random numbers. The text finishes with a number of exercises which particularly refer to Scotland. Although a number of warnings are given about the validity of the various techniques, there is insufficient critical examination either of the methods of analysis or of the data—for example a figure of 0.23 for the nearest neighbour statistic does not imply that the pattern is necessarily linearly clustered as might be supposed (the term "linearly clustered" is not even defined); in measuring slopes from contours a standard error of one third of the vertical interval of the contours may generally be assumed and this affects the validity of slope calculations. It is important to introduce quantitative methods at an early stage in the development of the young geographer but he should be encouraged to take a critical look at the methods of acquisition, processing and presentation of his data. This text has a number of good points but it is a pity it did not go a little further into defining terms and assessing the validity of some of the methods.

Techniques in Map Analysis is concerned with techniques of analyzing the environment using maps as supporting evidence. It is aimed at the requirements of A level geography candidates and the exercises that accompany the text relate solely to cartographic evidence on extracts of Ordnance Survey maps at 1:10,000, 1:25,000 or 1:50,000 scales. The new methods have been ignored in the grounds that it is a photographic enlargement of the original 1 inch

series. The text amplifies the map information with instructional material both about mapping techniques and matters of general geographical interest.

The text deals with general methods of analysis, both descriptive and to a lesser extent quantitative and illustrates the methods advocated by examining physical landscapes, urban morphology and rural land use. The chapter on the physical landscape concerns firstly an area around Ross-on-Wye and then an area around Loch Lomond. The former illustrates the limitation of the approach to terrain analysis, which is attempted as many of the deductions are impossible without additional information and indeed all too often it is a question of knowing the answer and looking for supporting information on the map. The analysis of Loch Lomond is a more direct extrapolation of map evidence but the approach is again unsuccessful in the analysis of contemporary land use in Glasgow where the authors point out: "with so little relevant map information it is difficult to devise a meaningful theory explaining the present location of specific land uses within the urban area". The authors are at pains to point out the limitations of what they are trying to do, for example "land use interpretation becomes hazardous in areas not displaying great physical variation and, then, more detailed knowledge, extensive in the map, is required to allow a rigorous interpretation".

The fact that the authors stress the limitations of some of their work does not detract from the validity of the approach in favourable circumstances. Their book is a useful publication both for what it does and for what it says it cannot do. Would that more geographers were so honest and critical of their sources for too often hypothesis is shrouded in fact without any clear demonstration as to which is which.

P. F. Dale

Place, Time and Society 8-13

Schools Council Project:

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This project broadens the scope of three crucial areas of the curriculum traditionally known as History and Geography by considering the potentialities of the Social Sciences in the education of young children.

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country have been involved in the origination and testing of ideas, methods and materials.

Teachers' publications provide theoretical background as well as very practical suggestions.

Pupils' resource materials show how various project schemes work out in full. The varied use of books, spirit duplicator worksheets, tapes and filmstrips stimulates pupil and teacher participation which is the main aim of the project.

1975 Publications:

July/August

Shops

Clues, Clues, Clues: detective work in history

Money

Pupils' Resource Units

October/November

Rivers in Flood

Life in the 1930's

People on the Move

Pieces to be announced later.

Teachers' Publications

June/July

An Introduction

Games & Simulations in the Classroom

October/November

Curriculum Planning in History, Geography & Social Science

Evaluation, Assessment & Record Keeping in History, Geography & Social Science

Teaching for Concepts

£3.50

95p

85p

Inspection copies of items from Pupils' Resource Units are available from: Collins Educational Publishers, Kirkintilloch Road, Bishopbriggs, Glasgow.

Published by Collins/ESL Bristol for The Schools Council

Colour Units Geography and World Topics

Colour Units are a fully illustrated paperback of 24 or 32 pages, devised primarily for students of average ability in the 13 to 16 age range. They provide a basic course of study for candidates taking CSE examinations. The approach, however, is such that the material should appeal to a wide age and ability range than CSE candidates alone. Many of the Units are ideal for non-examination students.

Colour Units have been devised to allow greater flexibility of use in the classroom than that permitted by the longer, traditional textbook covering a whole year's course or more. Their content is such that a course can be infinitely varied and the Units can be used by individuals or groups working at their own rate.

"I find that these books have a variety of uses: as sources of inspiration for the teacher in preparing his work, as reference books for his pupils, as textbooks for fairly detailed study of certain topics, and as books to be read just for pleasure—and they are a pleasure to use." *Teacher's World*

Colour Units: Geography

The York, Notts., Derby Coalfield
South Wales
Central Scotland
North-East England
South-West England
London
Upland Britain
South-East England
Eastern England
Ireland
The Midlands
North-West England
Earthquakes, Volcanoes and Mountains
Rocks and the Landscape
The Weather
Planet Earth
Water, Ice and Wind
Town Studies
Reading Maps

Earth's People

Power and Industry in Britain
Farming and Fishing in Britain
Transport and Communications in Britain
Exploring the Environment

Colour Units: World Topics

Conserving the Earth's Resources
The New Europe
The Third World
World Transport and Communications
World Towns and Cities
Natural Disasters
World Sources of Energy
Survival
The Divided World
Competition for Land
Opening Up New Lands
World Farming and Fishing
The Industrial World

45p to 55p each non-net

Macdonald Educational

49/50 Poland Street, London W1A 2LG.

For further information and inspection copies write to: The Educational Sales Department, Macdonald Educational, 49/50 Poland Street, London W1A 2LG.

John C. Little

SECONDARY Science continued

HAMPSHIRE

NORTH EAST AREA

VATELEY SCHOOL

Science Department
Vateley School, Vateley
Hampshire, RG2 6JH
(Comprehensive Mixed 11-18)
(1,800 on roll)
Required for September, 1975

Male 1 Post

MALE 1. ASSISTANT for Physics to join department with well equipped laboratories. Teaching qualified from 3rd year to 'A' level.

ALL MALLOWS R.C.

SECONDARY SCHOOL
Warminster Road, Farnham,
Surrey, GU10 2JH
(Comprehensive Mixed 11-14)
(770 on roll)
Required for September, 1975

MALE 1 Post

MALE 1. ASSISTANT for Physics to join department with well equipped laboratories. Teaching qualified from 3rd year to 'A' level.

SOUTH-EAST AREA

BRIDGEMOUNT SCHOOL

Science Department
Bridgemount School, Leigh Park,
Leigh, Lancashire, WN7 4JH
(Comprehensive Mixed 11-15)
(1,200 on roll)
Required for September, 1975

MALE 1 Post

MALE 1. ASSISTANT for Physics to join department with well equipped laboratories. Teaching qualified from 3rd year to 'A' level.

MID-LANTS AREA

MIL CLASS SCHOOL

Science Department
Mil Class School, Mil Class,
Leicestershire, LE15 7JH
(11-16 on roll)
Required for September, 1975

MALE 1 Post

MALE 1. ASSISTANT for Physics to join department with well equipped laboratories. Teaching qualified from 3rd year to 'A' level.

Please write to the School giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable on request. Headmaster/Headmistress will be pleased to provide information on removal expenses in approved cases.

Metropolitan Borough of WIRRAL EDUCATION APPOINTMENTS

Posts are for September 1975, unless otherwise stated. On receipt of an s.a.e. application forms are obtainable from and returnable to the Headmaster/Headmistress at the school concerned, unless otherwise stated.

HEADS & DEPUTY HEADS

LADYMOUNT R.C. (AIDED PRIMARY SCHOOL)

Post for Head of Primary, Wirral, Merseyside, L8 9JH
Group 5. Opened 1971. 220 on roll, age range 5-11.
051-448 4328.

DEPUTY HEAD TEACHER

Interest in English or French an advantage. Catholic Religious Education Certificate, or equivalent, required.
Application forms to be returned as soon as possible.

HILLHOUSE MIDDLE SCHOOL

Tamworth Way, Nostrop, Birkenhead, Merseyside, L40 4JH.
Mixed 440 on roll.

DEPUTY HEAD TEACHER

Required for September 1975 or January 1976 for this purpose. Middle School for pupils in 8-12 age range. Salary scale Deputy Headteacher Group 5 (1974 Barnham Report).
Closing date 18th June, 1975 (1002).

SCALE 1 & ABOVE

OLDENSHAW SENIOR COMPREHENSIVE SCHOOL

Vale Road, Wallasey, Merseyside, L80 2JH.
Mixed 820 on roll, 13-18 age range.

HEAD OF YOUTH

ACTIVITIES DEPARTMENT

Suitably qualified teachers required for the above post at this co-educational Third Tier School. This is a temporary one year appointment due to secondment. The successful applicant will be required to develop the existing Youth Club activities, using the considerable facilities (social, cultural and sporting) which are available. Teaching duties will not exceed half-time. Scale 3 (Barnham) available.
Apply by letter giving details of qualifications and experience, together with names and addresses of two referees to the Headmaster of the school (10872).

WIRRAL GRAMMAR SCHOOL

Grove Lane, Bingham, Wirral, L33 3AQ.
Boys, 664 on roll.

GRADUATE

To teach Physics throughout the school. Required for September 1975 preferably. Nuffield Physics is taught in the first two years.

ENGLISH TEACHER

To teach throughout the school, with particular emphasis on Drama. We are looking for someone able and willing to produce school plays.
Application forms to be returned as soon as possible.

BEBINGTON SECONDARY SCHOOL FOR GIRLS

Higher Bebington Road, Bebington, Wirral, Merseyside.
Approx. 350 on roll.

HISTORY TEACHER

The school is situated in a pleasant area of Wirral. Examinations are taken for the C.S.E. and the G.C.E. 'O' and 'A' levels. A scale 2 post could be available for a suitably qualified candidate.

PHYSICAL EDUCATION TEACHER

The school is adjacent to the new Oval Sports Centre. Facilities available include squash, badminton, trampolining and swimming, and there is a well equipped gymnasium in the school. Car driving is an essential feature of inter school activities. Scale 1.
Applications to Mrs. E. Thomas at the school.

CALDAY GRANGE GRAMMAR SCHOOL

Yew Valley, Wirral, Merseyside, L80 2JH.
Boys, 1,000 on roll.

GRADUATE BIOLOGIST

Able to teach the subject to 'O' level in the first instance, and also some Chemistry if required.

WOODHOUSE HIGH SCHOOL

Carr Bridge Road, Birkenhead, Merseyside. Co-educational Comprehensive High School. 1,200 on roll, 12-18 age group.

TEACHER

To assist in the Religious Education department throughout the school. Applications welcomed from College leavers.
Application forms to be returned as soon as possible.

WIRRAL COUNTY GRAMMAR SCHOOL FOR

Heath Road, Bebington, Merseyside, L83 3AF.
850 on roll.

GRADUATE

Member of staff to teach English (Scale 1) throughout the school to Ordinary and Advanced level.

THE TIMES EDUCATIONAL SUPPLEMENT 6.6.75

HERFORD AND WORCESTER

HERFORD COUNTY COUNCIL
HERFORD, Herefordshire, HR1 1JH
(Comprehensive Mixed 11-18)
(1,800 on roll)
Required for September, 1975

MALE 1 Post

MALE 1. ASSISTANT for Physics to join department with well equipped laboratories. Teaching qualified from 3rd year to 'A' level.

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HERFORD COUNTY COUNCIL

THE CITY OF Birmingham

EDUCATION DEPARTMENT SECONDARY EDUCATION VACANCIES FOR SEPTEMBER 1975

Applications are invited from experienced teachers and from students completing teacher training this year.

There are two main ways of appointment. Applicants may opt for appointment to an individual vacancy in a Secondary School in the new authority and a list of such vacancies is given below. Further vacancies in Secondary Schools will be advertised regularly during the coming months. Alternatively, candidates may opt to be considered for appointment in the first instance to a "pool" of teachers in anticipation of further vacancies. If offered appointment they would then be asked to consider suitable vacancies when these arose at a later stage. If they so wish, candidates may apply both for individual posts and the "pool".

Students may obtain application forms from the appropriate officer at the College or Department. Other teachers may obtain forms from:

THE CHIEF EDUCATION OFFICER,

STAFFING BRANCH, EDUCATION OFFICE,

MARGARET STREET, BIRMINGHAM B3 3BU

There are schemes for assistance with removal expenses, for advance of salary to teachers taking up first appointments, and for mortgage facilities for approved cases. An asterisk before the school name indicates a Social Priority School.

ART

- E 1.1 LONGMEADOW SCHOOL, Longmeadow Crescent, B24 7HE (747 3513) (570 Mixed)
E 1.2 CASTLE VALE SCHOOL, Farnborough Road, B35 7TL (747 6101) (1,600 Mixed)
E 1.3 SHENLEY COURT SCHOOL, Shenley Lane, B20 4HE (475 5191) (1,560 Mixed)
E 1.4 ASSISTANT in Art and Craft Department, S.E. and 'A' level.
E 1.5 MUSELEY SCHOOL, Wake Green Road, B13 6UY (777 1492) (1,630 Mixed)
E 1.6 Assistant to teach in Art and Craft—part-time with an interest in painting and three-dimensional work.
E 1.7 PERRY BECHES SCHOOL, Beeches Road, B42 2PY (380 4242) (300 Mixed)
E 1.8 Art, with subsidiary Music or English.
E 1.9 PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1617) (1,510 Mixed)
E 1.10 Assistant teacher for Art. The person appointed will have three or four Art Room. An interest in light crafts an advantage.

COMMERCE AND ECONOMICS

- E 2.1 MARSH HILL SCHOOL, Hampton Road, B23 7JL (747 7130) (1,220 Mixed)
E 2.2 Shepherd, Typing and Art.
E 2.3 HARTFIELD SCHOOL, Hartfield Crescent, B27 7QQ (777 8478) (1,160 Mixed)
E 2.4 Commercial Subjects, mainly typing, some shorthand and Office Practice, etc.
E 2.5 YARDLEY WOOD SCHOOL, School Road, B14 4ER (474 2377) (670 Mixed)
E 2.6 Commercial Subjects—Typing, Commerce and Office.
E 2.7 WARREN FARM SCHOOL, Dulwich Road, B44 0EW (473 3440) (850 Mixed)
E 2.8 Commerce (Shorthand and Typing essential).
E 2.9 GREAT BARR SCHOOL, Aldridge Road, B44 8NU (380 3638) (1,700 Mixed)
E 2.10 Shorthand and Typing, and Office Practice. (Two posts).
E 2.11 PERRY BECHES SCHOOL, Beeches Road, B42 2PY (380 4242) (730 Mixed)
E 2.12 Shorthand, Typing and Subsidiary Accounts or Lower School Mathematics.
E 2.13 YARDLEY WOOD SCHOOL, Wake Green Road, B13 6UY (777 1492) (1,630 Mixed)
E 2.14 Economics/English. Opportunity for Sixth Form work in Economics.

CRAFT

- E 3.1 MARSH HILL SCHOOL, Hampton Road, B23 7JL (747 7130) (1,220 Mixed)
E 3.2 Woodwork.
E 3.3 MIRFIELD SCHOOL, Lee Village, B33 8SG (783 3289) (830 Mixed)
E 3.4 Woodwork.
E 3.5 WASHWOOD HEATH SCHOOL, Burney Lane, B26 2AS (783 7272) (1,730 Mixed)
E 3.6 Specialist in Metalwork, Technical Drawing and Automotive Engineering, are all offered. Courses established to 'A' level.
E 3.7 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)
E 3.8 Crafts/Woodwork. For Specialist. For a team of Specialist.
E 3.9 BISHOP VESSEY SCHOOL, Sutton Coldfield, B74 2NH (534 2552) (780 Boys)
E 3.10 Technical Drawing—please state other subjects offered.
E 3.11 OLDSHAW SCHOOL, Oldshaw Road, B10 0HU (772 0088) (540 Mixed)
E 3.12 Metalwork, with Technical Drawing.
E 3.13 COLMERS FARM SCHOOL, Bristol Road South, B45 9HY (453 2172) (930 Mixed)
E 3.14 ST. ALBAN'S C.E. SCHOOL, Angellia Street, B12 0UU (440 4034) (520 Mixed)
E 3.15 Woodwork/Metalwork. Home Maintenance based developed.
E 3.16 KAISERBURY SCHOOL, Queensbridge Road, B13 8DB (440 3383) (700 Mixed)
E 3.17 Boys' Craft (mainly woodwork) and Technical Drawing.
E 3.18 SOLY SCHOOL, Wheeler Street, B15 2EP (523 7321) (1,350 Mixed)
E 3.19 Technical Drawing with Metalwork and Woodwork.
E 3.20 GREAT BARR SCHOOL, Aldridge Road, B44 8NU (380 3638) (1,700 Mixed)
E 3.21 Art/Design.
E 3.22 PERRY COMMON SCHOOL, Faulkner's Farm Drive, B23 7XP (373 1617) (1,510 Mixed)
E 3.23 Metal Craft and/or Woodcraft. Willingness to teach technical drawing an advantage but not essential.
E 3.24 BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL, Matchley Lane, B17 0JJ (427 5118) (1,240 Mixed)
E 3.25 Teacher for Light Metalwork and combined Crafts. Facilities available for Auto Engineering and Plastic.
E 3.26 DUDDESDON MANOR SCHOOL, Gt. Francis Street, B7 4QR (359 3735) (1,000 Mixed)
E 3.27 Teacher for either Woodwork or Metalwork or both. Ability to help with Technical Drawing an advantage. Four Specialist Rooms.
E 3.28 PERRY BECHES SCHOOL, Beeches Road, B42 2PY (380 4242) (730 Mixed)
E 3.29 Construction, to 'A' level and/or Functional.
E 3.30 BROADWAY SCHOOL, Perry Barr, B39 3DP (388 9444) (1,070 Mixed)
E 3.31 Woodwork.
E 3.32 PORTLAND SCHOOL, Portland Road, B17 8LR (428 4391) (640 Mixed)
E 3.33 Technical Drawing and some boys' craft or games.

ENGLISH

- E 4.1 HODGE HILL SCHOOL, Bromford Road, B36 6HB (783 6381) (1,500 Mixed)
E 4.2 HODGE HILL SCHOOL, Bromford Road, B36 6HB (783 6381) (1,500 Mixed)
E 4.3 STOCKLAND GREEN SCHOOL, Stone Road, B25 7AN (373 4807) (810 Mixed)
E 4.4 English and/or Functional.
E 4.5 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)
E 4.6 Possibility of examination work for a suitable candidate.
E 4.7 CASTLE VALE SCHOOL, Farnborough Road, B35 7TL (747 6101) (1,600 Mixed)
E 4.8 Specialist for Drama. Ability to teach some oral English an advantage.
E 4.9 KING'S HEATH SCHOOL, Hollybank Road, B15 0RJ (444 4354) (340 Boys)
E 4.10 Graduate preferred.
E 4.11 YARDLEY WOOD SCHOOL, Wake Green Road, B13 6UY (777 1492) (1,630 Mixed)
E 4.12 HARTFIELD SCHOOL, Hartfield Crescent, B27 7QQ (777 8478) (1,160 Mixed)
E 4.13 MAYNOR SCHOOL, Borekirk Road, B16 8PD (430 7921) (810 Mixed)
E 4.14 YARDLEY WOOD SCHOOL, School Road, B14 4ER (474 2377) (670 Mixed)
E 4.15 DOORVILLE SCHOOL, Gifford's Brook Road, B30 1QJ (475 5881) (1,060 Mixed)
E 4.16 HODGE HILL WOOD GIRLS' SCHOOL, Church Lane, B26 2AT (554 8122) (530 Girls)
E 4.17 English/History.
E 4.18 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B51 9ET (554 2794) (730 Boys)
E 4.19 Master 'A' level work for suitably qualified applicant.
E 4.20 FOUR DOWELLING SCHOOL, Dulwich Road, B44 8NU (380 3638) (1,700 Mixed)
E 4.21 Gt. BARR SCHOOL, Aldridge Road, B44 8NU (380 3638) (1,700 Mixed)
E 4.22 English.
E 4.23 HOLTE SCHOOL, Wheeler Street, B19 2EP (523 7321) (1,350 Mixed)
E 4.24 HAMPTON HALL, Crayke Avenue, B20 1HL (373 3852) (1,410 Mixed)
E 4.25 LORDWOOD GIRLS' SCHOOL, Knightley Road, B17 8JB (427 5118) (700 Girls)

GENERAL SUBJECTS

- E 5.1 JAFFRAY SCHOOL, Farnham Road, B27 6AP (747 1423) (1,000 Mixed)
E 5.2 Teacher of General Subjects required to teach one or more of the following subjects: R.E., English, Maths, Science, French, Latin, History and/or Modern Languages or to teach a combination of these subjects. The applicant should be qualified to teach at least two of the above subjects and have a minimum of 5 years' experience in teaching. The school is a Social Priority School.
E 5.3 HASEBY SCHOOL, Haseby Road, B23 3HA (327 4208) (560 Mixed)
E 5.4 Two Teachers of General Subjects to teach a combination of Maths, History, French, R.E., and/or Modern Languages. The school is a Social Priority School.
E 5.5 BRIMFORD SCHOOL, Birmingham Road, B20 6LL (475 2513) (480 Mixed)
E 5.6 English, with National Subjects.
E 5.7 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)
E 5.8 MIREFIELD SCHOOL, Lee Village, B33 8SG (783 3289) (830 Mixed)
E 5.9 GEORGE DIXON SCHOOL, City Road, B17 8LP (429 1880) (1,760 Mixed)
E 5.10 General Subjects with English.
E 5.11 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)
E 5.12 Two Teachers of General Subjects to include General Subjects, Maths, and National Subjects/Technical Drawing.

GEOGRAPHY

- E 6.1 SIR WILFRID MARTINEAU SCHOOL, Grosvenor Lane, B34 9UR (779 0111) (1,220 Mixed)
E 6.2 Geography (Subsidiary) Economics would be an advantage.

HISTORY

- WH3 HANDSWORTH WOOD GIRLS' SCHOOL, Church Lane, B26 2AT (554 8122) (530 Girls)
WH4 Graduate to teach History to 'O' and 'A' level. On this could be a joint History/Geography post according to preference.
WH5 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B51 9ET (554 2794) (730 Boys)
WH6 Direct to teach up to and including 'A' level.
SH1 SWANSHURST SCHOOL, Brook Lane, B13 0TW (444 2794) (1,000 Mixed)
SH2 Specialist interest in Sociology an advantage.

HOME ECONOMICS

- E 8.1 MIRFIELD SCHOOL, Lee Village, B33 8SG (783 3289) (830 Mixed)
E 8.2 SHELDON HEATH SCHOOL, Sheldon Heath Road, B26 2NZ (743 4428) (1,770 Mixed)
E 8.3 WASHWOOD HEATH SCHOOL, Burney Lane, B26 2AS (783 7272) (1,730 Mixed)
E 8.4 Foodwork.
E 8.5 QUARTERSIDE SCHOOL, Queensbridge Road, B13 8DB (440 3383) (700 Mixed)
E 8.6 Home Economics and Foodwork.
E 8.7 HARTFIELD SCHOOL, Hartfield Crescent, B27 7QQ (777 8478) (1,160 Mixed)
E 8.8 BOLDRENE HIGH SCHOOL, St. Michael's Road, B74 2SV (354 3657) (1,850 Mixed)
E 8.9 Home Economics, to 'A' level.
E 8.10 HANDSWORTH WOOD GIRLS' SCHOOL, Church Lane, B26 2AT (554 8122) (530 Girls)
E 8.11 Foodwork—Department of three.
E 8.12 Home Economics—Department of four.
E 8.13 HARBORNE HILL SCHOOL, Harborne Road, B15 3JL (454 2737) (600 Mixed)
E 8.14 Home Economics with the Headmistress.

LANGUAGES

- E 1.1 PACEY SCHOOL, Pacey Road, B24 0UP (373 2911) (630 Mixed)
E 1.2 French, with another subject.
E 1.3 OLDSHAW SCHOOL, Oldshaw Road, B10 0HU (772 0088) (540 Mixed)
E 1.4 French.
E 1.5 SWANSHURST SCHOOL, Brook Lane, B13 0TW (444 2794) (1,000 Mixed)
E 1.6 French, with another subject.
E 1.7 LEA MASON C.E. SCHOOL, Bull Barn Road, B15 2AF (442 8032) (800 Mixed)
E 1.8 French.
E 1.9 QUARTERSIDE SCHOOL, Queensbridge Road, B13 8DB (440 3383) (700 Mixed)
E 1.10 French to C.S.E. level with a little Spanish if possible.
E 1.11 SHENLEY COURT SCHOOL, Shenley Lane, B20 4HE (475 5191) (1,560 Mixed)
E 1.12 French, with another subject.
E 1.13 ST. THOMAS AQUINAS SCHOOL, Wychall Lane, B48 8AP (454 1643) (500 Boys)
E 1.14 French.
E 1.15 ST. PHILIP'S R.C. GRAMMAR SCHOOL, Hagley Road, B16 0UP (451 3253) (760 Boys)
E 1.16 French. A second language (preferably Spanish) would be an advantage.
E 1.17 WATVILLE SCHOOL, Watville Road, B21 0DP (554 4242) (350 Mixed)
E 1.18 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B51 9ET (554 2794) (730 Boys)
E 1.19 French or French with German. Sixth Form work would be made available to a suitably qualified applicant.
E 1.20 Gt. BARR SCHOOL, Aldridge Road, B44 8NU (380 3638) (1,700 Mixed)
E 1.21 French.

MATHEMATICS

- E 1.1 QUARTERSIDE SCHOOL, Queensbridge Road, B13 8DB (440 3383) (700 Mixed)
E 1.2 Mathematics for the 11th year.
E 1.3 SHENLEY COURT SCHOOL, Shenley Lane, B20 4HE (475 5191) (1,560 Mixed)
E 1.4 M.C. Course followed, C.S.E., 'O' and 'A' level.
E 1.5 HALL GREEN SCHOOL, Stonehouse Avenue, B26 0AZ (777 0188) (600 Mixed)
E 1.6 Maths and Science.
E 1.7 MUSELEY SCHOOL, Wake Green Road, B13 6UY (777 1492) (1,630 Mixed)
E 1.8 Kings Heath School, Kings Heath Road, B15 0RJ (444 4354) (340 Boys)
E 1.9 STOCKLAND GREEN SCHOOL, Stone Road, B25 7AN (373 4807) (810 Mixed)
E 1.10 Full ability range to C.S.E. and 'O' levels.
E 1.11 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)
E 1.12 The School has a computer Terminal.
E 1.13 SHELDON HEATH SCHOOL, Sheldon Heath Road, B26 2NZ (743 4428) (1,770 Mixed)
E 1.14 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Mixed)
E 1.15 Maths/Science.
E 1.16 MIRFIELD SCHOOL, Lee Village, B33 8SG (783 3289) (830 Mixed)
E 1.17 MARSH HILL SCHOOL, Hampton Road, B23 7JL (747 7130) (1,220 Mixed)
E 1.18 WARD END HALL SCHOOL, Northfield Road, B26 2NZ (743 4428) (1,770 Mixed)
E 1.19 Gt. BARR SCHOOL, Aldridge Road, B44 8NU (380 3638) (1,700 Mixed)
E 1.20 BROADWAY SCHOOL, Perry Barr, B39 3DP (388 9444) (1,070 Mixed)
E 1.21 BLESSED HUMPHREY MIDDLEMORE R.C. SCHOOL, Matchley Lane, B17 0JJ (427 5118) (1,240 Mixed)
E 1.22 Mainly Traditional Maths.
E 1.23 ST. JOHN WALL R.C. SCHOOL, Oakhill Road, B21 0HH (554 1825) (370 Mixed)

MUSIC

- E 4.1 ALDERLEY SCHOOL, Alderley Road, B34 7JA (747 3047) (480 Boys)
E 4.2 Please state other subjects.
E 4.3 COCKSHUT HILL SCHOOL, Yardley, B26 2NH (743 2807) (1,410 Mixed)
E 4.4 The subject is taught throughout the Lower School with small groups up to C.S.E. and 'O' level in the Upper School. The applicant should be able to conduct a small brass band and some of the other instruments in the band.
E 4.5 MOOR END SCHOOL, Edingdon, B24 0DR (373 3886) (480 Mixed)
E 4.6 SHELDON HEATH SCHOOL, Sheldon Heath Road, B26 2NZ (743 4428) (1,770 Mixed)
E 4.7 KING'S HEATH SCHOOL, Kings Heath Road, B15 0RJ (444 4354) (340 Boys)
E 4.8 Gt. BARR SCHOOL, Aldridge Road, B44 8NU (380 3638) (1,700 Mixed)
E 4.9 HANDSWORTH GRAMMAR SCHOOL, Grove Lane, B51 9ET (554 2794) (730 Boys)
E 4.10 Percussion.
E 4.11 Timetable can be adjusted to suit the applicant, but a competent accompanist would be preferred.

PHYSICAL EDUCATION

- SPE1 BARTLEY GREEN GIRLS' SCHOOL, Stonehouse Lane, B32 3AE (427 3172) (550 Girls)
SPE2 SWANSHURST SCHOOL, Brook Lane, B13 0TW (444 2794) (1,000 Girls)
SPE3 BISHOP CHALLENGER R.C. SCHOOL, Insallia Road, B14 7EG (444 4181) (500 Mixed)
SPE4 GIRLS' P.E.
SPE5 PERRY BECHES SCHOOL, Beeches Road, B42 2PY (380 4242) (730 Mixed)
SPE6 Broadway School, Perry Barr, B39 3DP (388 9444) (1,070 Mixed)
SPE7 Boys' P.E.
SPE8 Assistant Teacher in Remedial Department. Primary training or experience or advantage Boys' P.E.

SECONDARY continued

Other Posts on Scale 2 and above

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11

118 Arts/Reviews

FILMS

INSIGHTS INTO INDIA

Aruminta Wordsworth

A short season of six Indian films at the National Film Theatre last week gave English audiences an all too brief opportunity to see the artistic movie in development on the sub-continent. So far there are few of them, for out of the enormous number of films produced each year—well over 300—only a handful are anything but rampantly commercial, mind-boggling entertainment, Indian "cinema" is still more or less equivalent to Bollywood, and though he rightly continues to owe above his creative talent to the young directors are beginning to creep out from under his shadow.

The films shown in London belong to a movement called the Parallel Cinema—the Indian equivalent of the French nouvelle vague of the fifties or the English realism of the sixties. Their directors are, for the most part, young and represented by first features. The subjects emphasize social realism and everyday life and are filmed on location as much as possible. They thus provide glimpses and insights into how Indians feel and behave and what their country looks like.

For example, *Gandhi* (Karnal) concerns a feud between two villages seen through the eyes of a small boy from the city who is staying with relatives. *Kaadu* (The Jungle) is a story of a boy who is afraid of his father. The director is also a talented actor and playwright and principal of the Indian Film Institute at Poona.

Although the acting in *Kaadu* is rather self-conscious, particularly in some of the small parts, the use of indigenous events, such as the ritual water-pouring, and the emphasis on the details of the everyday life of the middle-class family, as in the Italian neo-realist films of the early fifties, these baroque flourishes are balanced by the comforting observations of the banalities of daily life.

The settings of these six films shown here are authentic, varying from Hyderabad (*Ankur*), Bombay and Benares (*27 Down*) to Agra and Fatehpur Sikri (*Garm Hava*). Only Basu Chatterji's *Rajnigandha*, with settings in Delhi and Bombay, ventures directly into commercial territory.

Billed as "a love story with a difference", the film is a perfectly straightforward, triangular love story, a somewhat unlikely psychology graduate, must choose between the solid charms of an office politician and the first love of her life, now a flash Bombay filmmaker. Chatterji argues that audiences have to be educated gradually to accept the new cinema. "We have to develop an audience for the art theatre; it may be a slow process with initial losses, but a sure one in the end." *Rajnigandha* is thus an awkward hybrid, belonging to neither the old tradition nor the new, but, it is to be hoped, a bridge between the two.

There are no such doubts over *27 Down*—partly because I am addicted to travelling by train, partly because it is a love story with a difference, the film is a perfectly straightforward, triangular love story, a somewhat unlikely psychology graduate, must choose between the solid charms of an office politician and the first love of her life, now a flash Bombay filmmaker. Chatterji argues that audiences have to be educated gradually to accept the new cinema. "We have to develop an audience for the art theatre; it may be a slow process with initial losses, but a sure one in the end." *Rajnigandha* is thus an awkward hybrid, belonging to neither the old tradition nor the new, but, it is to be hoped, a bridge between the two.

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TWO VERSIONS OF A SUPRA-NATURAL POP OPERA

Two Midlands theatres—Derby Playhouse and Leicester's Phoenix Theatre—have taken the plunge and staged Pete Townshend's rock opera *Tommy* and have lured in young audiences to keep them going for months. The latter takes two very different forms. At Derby, director Jeffrey Dowson has apparently concentrated on letting the music and lyrics speak for themselves, setting the action on a fairly anonymous ramp/platform, with occasional incursions of a giant-size pin-ball machine. But although the singing is fair and the musical arrangements—by Paul McCartney—interesting, the action is confused by a naturalistic and solemn approach which does little to make sense of Townshend's essentially metaphorical contexts. The attempt to hide the musicians

seems to work against the whole concept of a "rock opera", where the visual image of rock music is almost by definition a part of the show. *Tommy*, as played by Charles Wagner, comes across as a singing simpleton with a beautiful smile out to convert an audience to a 1960's vision of sweetness and light. This *Tommy* is a bit too straight to stomach.

At Leicester, Michael Bogdanov understands the opera as supra-natural, and sees *Tommy* as a rather sick joke. Together with his designer, Paul Bannister, he has set the whole sinister tale in a cemetery. Fourteen battered wrecks are piled on the stage and form a visual metaphor for a vision of the story that is at times powerful beyond its deserts. *Tommy*, as

THE

CHARACTER BUILDING

Heather Meill

Home and parents are taken for granted by most children as part of the fabric of life. Recently, two theatre-in-education groups have been exploring situations in which one or both is removed.

Humberstone Theatre Company's play, *Ratigan Street*, traces the fortunes of the Mulholland family from relative security in a factory owned house from which they are evicted when the husband loses his job, through various temporary accommodations including a park shelter and a hostel, to one room in a house ripe for the bulldozer. The family struggles to keep the family together, but is forced to go to her mother for the birth of her second child. Her 10-year-old daughter, previously well-adjusted, begins to unravel when she is ostracized by her classmates for living where the tramps do. Through the fault of their own, this ordinary family finds itself on the verge of disintegration, unable to cope with unexpected poverty; their only hope is the possibility of a council house—in four years' time.

Reminiscent of *Cathy Come Home*, it is nevertheless far less emotive; the facts alone provide sufficient stimulus for discussion and practical work (as opposed to depression and outrage in adults, without the writer, company member, Nigel Townsend, having recourse to sentimentalism, *Beaucaut* are presented as helpless within the system.

"He's only doing his job," Mr Mulholland says of the housing officer. After the performance (to top junior or the youngest secondary age children) the actors lead a discussion.

Impressed though they are—and utterly absorbed by the play in both the schools I visited during the company's London stay—the audience does not always get beyond "Are you really pregnant, Miss?" On the other hand, some children recognize the situation in the play as all too familiar and others have noticed rows of inexplicably empty houses in their neighbourhood.

Either way, it does not matter because the play is intended to be no more than a starting point. The company has produced an impressive bibliography and list of suggestions for follow-up work, which might include surveys, making posters for an imaginary campaign or even working for Shelter.

In *Committed to the Care of Strangers*, a programme about evacuees, I played a government inspector. Mine was an undemanding role, requiring no more than an intelligent expression, but it is a measure of the Greenwicks Bower Company's attention to detail that the presence of every outsider is plausibly explained. At Devon Road School, Bow, the class of well-fed, multi-racial third year juniors didn't much resemble the whey-faced, grizzled evacuees of the newsreels. But if the wrench of parting home and family could be only imperfectly imagined, the children soon began to understand what it is to be pushed from pillar to post with no certainty about even the next 24 hours. For they are told on arrival in "the country" (alias the school hall) that they are not expected and, faced with this, have to work out their own salvation. Anxiously, they try to persuade the

billowing officer's advisors that they would be useful on farms, that they will even live in the hall where they are assembled. Eventually, the situation is resolved, but only after medicals, drill practice and an episode in which they encounter post-war Britain.

The actors never waver in their characterizations, being ready to cope with the most unexpected responses, and on this occasion at least, the children quickly accepted their roles, apparently minding very much whether or not they were to stay in the village. The programme is beautifully constructed so that there are valid reasons for dividing the class into smaller groups. Sometimes, Theatre in Islington has quite a different objective. Unlike the groups, which use drama as a teaching medium, this pilot scheme sponsored by the Gulbenkian Foundation and organized by Joan Crawford, concentrates on teaching children specifically about the theatre.

A professional actor and director demonstrate how they would work together to build up a character. In practice, at Wondherby Down School, the result was a revelatory level lesson spiced with some fascinating insights into theatre techniques. The students had already enjoyed a session at the King's Head during which they discussed aspects of Edmund and Edgar as revealed in specific speeches from *King Lear* and saw their suggestions incorporated into various interpretations performed by Michael Deacon.

Now, at school, they considered Lear himself at three crucial moments—on the Heath, in the "Ay, every inch a king" speech and the final scene. Especially exciting was that, though they were, as incidentally, the students, who had much to contribute. Stuart Trotter, the director, and Michael Deacon were still open to new ideas, so that Lear seemed to grow out of the text into a person before our very eyes. Mr Deacon covered uncertainties with instructive comments, such as, "self-justifying, or mad. If a professional production sheds light on a text, how much more fruitful is this approach where all kinds of nuances of character and—equally important—language, can be explored." In Shakespeare there is, after all, no such thing as a definitive performance.

This team has also worked successfully with remedial children, still using a text, but concentrating to a greater degree on sound, dance and movement. A scene from Brecht's *The Resistible Rise of Arturo Ui* has provided the material so far. The teacher is always consulted first, whenever the group, that particular needs can be met, and this is followed by two sessions, one at the theatre and one in school.

If the scheme gets beyond this preliminary stage—and I certainly hope it does, always assuming that standards will remain at their present high level—there would eventually be a pool of perhaps 10 actors and directors available between jobs in the theatre to serve schools as required.

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